

INCORPORATION OF MULTICULTURAL BOOKS IN ESL CLASSROOMS TO
SUPPORT ESL STUDENTS' LEARNING

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by
Elena Toda Plaza

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Advisor: Paula M. Wilder

Abstract

The purpose of this multicultural project is to motivate, teach, and promote students' culture through the use of multicultural books that reference ESL students' different backgrounds in ESL classes. The use of multicultural books in standards-aligned lesson plans brings the learner closer to the target language. Also, the incorporation of a cultural component in the acquisition of the target language increases and stimulates the ESL/EFL to learn the target language (Adaskou et al., 1990). This approach to the target language creates connections between what learners know, their backgrounds, and what they still have to learn from the ESL teacher.

In this project, I have created and developed lesson plans using multicultural books from Peru, Mexico, Dominican Republic, Guatemala, Colombia, and the United States. In the lesson plans, students can learn and practice the four skills of the target language through experiences related to their country of origin. With the realization of this multicultural project, I want to demonstrate that it is possible to teach and learn a target language by taking into account the students' cultures.

When the teacher promotes the literature related to the student's background in class, with effective cultural lesson plans, these lesson plans become more authentic and approachable and help the student to learn and acquire the target language (Bedard et al., 2011). Also, Bedard et al. (2011), considered that the teacher should provide the student with different types of learning opportunities where the student's culture and experiences are reflected, in order for the student to acquire and

achieve greater learning of the target language. As a consequence, the curriculum is more cultural and motivating and helps the student in their learning process.

Dedication

I dedicate this thesis to my family, even though they were far away from me they have supported me every step on the way and applauded every achievement I have made. Their words have comforted me and made me stronger so I could continue working on what I believe will be a useful project.

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Chapter One: Introduction

Global education is a very important aspect from a professional point of view of a teacher since today's U.S. classrooms have a large number of immigrant students coming from other countries where they speak a language other than English. The countries with the highest immigrant influx in the United States are Mexico with 22.68%, China with 5.72%, and India with 5.25% ([datosmacron](#), 2019).

As a teacher working in an American classroom, I realized how important it is to know and be aware of the students' backgrounds as we can use it to their advantage to teach and introduce them to new content. Teachers, not only have to teach the lesson, but also learning can be reciprocal where students learn as do teachers. Like Bennett (2002) commented, the best way to teach the students is to provide an education that offers a global and multicultural vision as this is the only way to achieve academic excellence within the classroom.

The fact that students reside in a country other than their own does not mean that they have to forget their own. On the contrary, what the teacher has to look for when planning the lessons is the union of the culture with the new language being learned. When the teacher does this correctly, the student feels that they can relate to the new language even if it is not their mother tongue. The establishment of structures and an environment that is positive both for the students in the classroom and for the teacher who teaches the subject is essential for multiculturalism to be

respected (Bennet, 2003). By following these guidelines as education professionals, we ensure that the students come to the classroom more motivated and eager to learn by immersing themselves in the knowledge of a new language.

Therefore, I developed this project focused on cultural lessons plans to serve my future students in their learning. I want them to learn something new with something they are familiar with. I want them to feel proud of where they come from and above all not to lose that important background that is culture. In order for our learners to improve and progress in language acquisition, we need to make imminent changes to the curriculum and adapt it to the needs of the learners as this is the only way to work effectively and obtain positive results (Khong & Saito, 2014).

I developed this project because I want other ESL teachers to see that the subject can still be taught without deviating from the objectives by taking into account the cultural background. The two topics can go together. As a result, students are motivated and willing to learn because the lesson is about something they are familiar with. The student is not indifferent to it. The student can feel important in the class.

The lesson plans will be from a narrative point of view with cultural books from the countries that have the highest percentage in ESL classes at my school, which are Mexico, Colombia, Guatemala, Dominican Republic and Peru. That is why I have made six to eight different cultural lesson plans where the ESL teacher can teach the content taking into account the background of their students, and my hope is that teachers then can use these lesson plans as models to create these same types of plans based on their students' backgrounds. Through these lessons, I will

help the students to feel more comfortable and confident because even though I will be working on something new for them in a language they have not mastered, at least there will be one part, the cultural part, that they will already be familiar with.

These cultural lesson plans about books from Mexico, Colombia, Guatemala, Dominican Republic and Peru are designed for 6–8-year-olds at the beginning level of learning the English language. The group I have focused on is for students who are Spanish speakers who have been learning English for two years. All of the students are fluent speakers in their native languages, and most of them can read and write without a problem in their native language.

The realization of this cultural project has helped me consider my students' background since it allowed me to investigate and go deeper into their cultures when I planned and prepared the lessons. Likewise, it also helped me to better understand where they come from, what their customs are, and the most important factor is that in my research in this project, apart from learning and increasing my global knowledge of the world, I was able to communicate with my students about a topic that they know about.

According to Valdés (1998), sometimes there is not a lot of dialogue between the ESL teacher and the regular teacher, and this has repercussions in the academic learning of the student since it is not possible to create a bond between student and teacher, which is essential in the general education of the ESL student. Therefore, one of the main reasons for having done this final project is to connect ESL students with their classmates and their regular teacher. In this aspect, not only the ESL

teacher had benefited from this mutual multicultural exchange, but everyone around the ESL students had.

Likewise, with this project I grew and matured professionally and personally. As a teacher I should, not only focus on the academic field, but also on the personal aspect because at the end of the day we work with people. On a professional level, I enhanced my knowledge of cultures that I was not familiar with. I looked for books that have to do with my students' countries, thought of activities that went along with the standards or objectives I wanted to work on during that hour, and created interactive activities with different educational resources that kept my students interested.

Additionally, the completion of this project can help ESL teachers to better understand where the students are coming from. They can communicate with them and learn about their culture. The students can see that the teachers care about them, which is very important in the relationship that needs to be built between teacher and student and vice versa. It is also beneficial for the student and the teacher to establish contact with the families of their students in case any of them who have some knowledge of English would like to come to the classroom as a volunteer when working on a lesson plan.

The final purpose of my project was to bring ESL students closer to the new language they are acquiring through global lesson plans in which the culture of their countries predominates. By making and adapting these plans the student was familiar with one aspect of the instruction. This prior cultural knowledge had a positive response from the ESL student. I wanted these lessons to help the teachers to know

their students' backgrounds better and to create a bond, a relationship with them that will help them grow in their second language acquisition. Through the creation of these cultural plans, students were more engaged and focused on learning the new language because they had a safe and caring environment in which they learned.

Chapter Two: Literature Review

Today's English as a second language classrooms have students of many different nationalities and diverse backgrounds. That means that in the same classroom there are often students from different cultures and countries with each of them as unique as the student. The environment around us is global because of the different nationalities of our ESL students. Therefore, when we refer to being global, we are also talking about culture. Merriam Webster's dictionary defines culture as “an integral part of the person where behavior, beliefs and above all knowledge are part of the person and therefore help in learning by acquiring new concepts.” In this case, culture is what makes ESL students unique. Culture is an important part of the identity of our students and that is why ESL teachers should learn to highlight cultures and embody them when teaching the English language to ESL students.

The existence of a motivating and integrated relationship between the students' cultures and the target language can help students find the necessary connections to continue learning a language that is not their own and that they do not know yet (Li Sun, 2013). In order for students to learn in an effective way, ESL teachers must strive to use students' cultures and integrate them into their lesson plans. Culture is a fundamental part of learning a new language and is necessary for students to acquire the critical skills to communicate (Li Sun, 2013).

In this second chapter, I will explore in-depth how culture and new language acquisition can be merged in the classroom for a better and more motivating learning

experience for the ESL learner. First, I will discuss how the literature related to the implementation of culture suggests the use of cultural books which celebrate ESL students' backgrounds in lesson plans. This practice is beneficial in the acquisition of the target language. In addition, I will focus on research related to the importance of cultural references in the classroom and how these are related to ESL students' production and comprehension of the target language. I will also share what the research has shown related to the importance of teaching diversity through the second language and how it can affect the learner.

Finally, Chapter Two notes the reality of the challenges for ESL teachers as they work to incorporate students' backgrounds through cultural narratives. It will also consider how teachers can overcome these challenges in order for both students and teachers to reap the benefits of learning with lesson plans adapted to the ESL students' cultures. These lesson plans can positively affect students' language acquisition.

Related literature with the students' culture

In the beginning, learning a new language is something that can be overwhelming and intimidating because of its unfamiliarity. Many times the learner does not know what to expect or how to behave because of this unfamiliarity. Therefore, for learners to feel engaged in something unknown, the lesson has to be customized in order to bring the learners closer and make them feel comfortable in learning the new language. In this sense, culture is an essential part of this learning process. When skills are being taught through the learner's culture in the target

language, it is ideal to start with familiar grammatical structures and vocabulary of the new language. Merging culture with learning the target language makes the learner have a more positive attitude in class while the teacher is teaching. This positive attitude is reflected in the way they relate emotionally, cognitively, and behaviorally in the classroom (Rafieyan, 2016).

The value of the integration of educational literature books in the classroom has been positive for students as those books are motivated and inspirational for them in their learning (Hamilton, 2005). Hamilton (2015) also found in other studies how the use of storytelling in books linked with cultural activities can be introduced in lesson plans without changing the state standards to be taught. Also, Roth (2005) mentioned that the use of storytelling can be integrated with the four skills: speaking, reading, writing, and reading in ESL classes. These four skills can be taught with activities related to standards, such as comparing and contrasting the elements of the story or finding the story elements of the story (characters, setting, problem, and solution). The teacher should look carefully at the standards and see when they are the best time to be taught, taking into account the student's level (Roth, 2005). If the teacher prepares students in advance, it is possible to do scaffolding of knowledge as the teacher uses books of cultural interest for the students (Roth, 2005).

In addition to scaffolding, there should also be modeling of the activities that the teacher intends the ESL student to perform. This gives the ESL student a more accurate idea of what the teacher is asking them to do. By doing this modeling the ESL student will get more satisfactory results as they will use the example provided to develop their own (Roehler & Cantlon, 1997; Wood et al., 1976).

As Saifer (2007) suggested, if we want ESL students to obtain positive results in the acquisition of the target language, we must adapt the instruction and the way it is taught to make it more cultural. In order to do this, it is necessary to find books that take into account the different cultures and backgrounds of the learners. The implementation and use of narrative has always been very important in education around the world as stories are used to educate, entertain, and motivate students to achieve new or unfamiliar experiences (Collins & Cooper, 1997). Similarly, Celce-Murcia (2001) mentioned how teachers are increasingly choosing cultural books specifically designed according to the type of learners in the classroom to cover and provide different linguistic and cognitive experiences. Likewise, Short (2018) has shown teachers' that one way to support this idea in a cultural way is by making use of one of the 6 Principles in teaching English language learners, specifically Principle 2. In this Principle 2, Short (2018) encouraged teachers to use cultural books that represent their students' cultures and countries. Short (2018) also suggested for teachers to use books that have similar life experiences as the ESL learners or those that have won awards and are well known in the ESL community. All of these cultural literary adaptations with books make the ESL learner gain and show greater proficiency in comprehension and pragmatic instruction when communicating (Rafieyan, 2016).

Therefore, it is essential that the ESL teacher and regular teachers who have ESL students in the classroom collaborate and integrate the culture of their students in the lessons. This allows teachers to create that connection between the target language and the culture while helping the student acquire the language being taught

in a more motivating environment (Short, 2018). All this can be done by following the educational standards set by the State through activities created by teachers and adapted to the standards without changing the standards since what is done is only work based on the standards (Northwest Regional Educational Laboratory, 2002).

Importance of cultural references

The relationship when teaching the target language with reference to the culture of origin of the students has always been a complicated topic for experts in the ESL and English as a foreign language (EFL) field since many believe that language and culture is not something that can be worked on separately as both the target language and the ESL learner's native language need each other to understand each other (Almutairi, 2021). Likewise, Byram and Fleming (1998) showed that both culture and the learning of a new language must be united for a correct assimilation and growth of the language.

Adaskou et al. (1990) highlighted the benefits that culture can bring to a target language learning. According to Adaskou et al. (1990), referring to culture in ESL classes can motivate students to learn English because they feel that what they learn is related to a familiar topic. This also helps them to understand and learn, not only about their own country, but also about countries other than their own if there are several nationalities in the ESL classroom. Additionally, the use of cultural references broadens their knowledge of their own culture in a non-native language, which makes them more motivated and interested in the subject matter to be taught.

Finally, the use of cultural books generates global learning in an already international environment such as the ESL classroom.

Delpit (1995) also stated that in order for the student to learn and understand the target language being taught, the teacher must take into account and make reference to the student's culture and language. When the teacher takes into account the student's background, the student can access the target language more easily because they will make connections between the two languages, the one they know and the one they are learning (Delpit, 1995). Therefore, the student's culture will support and influence the acquisition of the target language. Therefore, a good educational resource to ensure that this transmission of knowledge occurs is the incorporation and use of cultural books that reflect the different backgrounds that exist in the ESL classroom. The inclusion of authors or stories familiar to the students in the target language will help them in their learning process (Delpit, 1995).

The English language surrounds people in all aspects of everyday life because it is an increasingly spoken language that most people from different countries use on a daily basis to communicate with each other even if they are not English speakers (Almutairi, 2021). For this reason, it is necessary to incorporate cultural references in the teaching of the target language because at the end of the day it is not just one language we are learning and a few countries we will be speaking to in English (Kuo&Lai, 2006; Almutairi, 2021). English is a global language that connects people, and most people who speak English have different backgrounds and cultures (Almutairi, 2021). Considering that English is a global language and a mixture of several cultures due to the interaction between them, the variety of cultural words

attributed to English from other languages is substantial (Kuo & Lai, 2006), for instance, the case of the Spanish words chili or guacamole, which are commonly used in the English language. These words are a clear example of how culture becomes integrated with language because there is a continuous communication between speakers of different languages that use English as a vehicular language.

As Kuo and Lai (2006) showed, in order to understand a language and master it, it is necessary to learn from a cultural point of view, since language learning depends not only on grammar or vocabulary, but also on cultural elements. The cultural elements can be incorporated into activities that help the ESL learner to understand and comprehend the target language as a whole. Thanasoulas (2001) also highlighted that second language acquisition requires more than teaching the four basic skills. It is also necessary to understand the culture in order to acquire and comprehend the new language to be learned. For this reason, it is necessary to teach the ESL student that language is a changing element depending on the person with whom one communicates, since not all speakers have the same background and speak the same language (Almutairi, 2021).

In order to acquire the target language, it is assumed that the ESL learner needs to learn to communicate orally in the target language. Therefore, communication also plays an important role in learning the target language as the ESL student needs it to communicate with the people around them. Every culture has a different way of establishing a conversation as most of them have a different approach to communicate (Krishan, 1990). Due to this fact, it is important for the teacher to interact with ESL students to get to know them better in order to find out

which is the best way to communicate within the same language. It may be the case that although the target language is spoken, the communication between two speakers is different from the one used by an English speaker since both speakers may be from different countries but use English as a vehicular language when communicating (Almutairi, 2021).

Therefore, the ESL teacher should think of activities to suit the different ESL students in their class. The activities or communicative elements should have a similar factor for students to practice the target language with a familiar topic (Yoon, 2007). In an observation with ELLs, Yoon (2007) confirmed that it is important for the teacher to work with cultural topics that ELLs/ESLs can relate to. When the student identifies with or knows the topic, they can communicate with their peers by giving their opinion or perspective on the topic. The teacher's goal is to integrate the ESL students in the classroom and provide opportunities for them to communicate with each other in order to practice the communicative skill and allow the student to practice the target language with their classmates. Da Luz (2015) demonstrated that by integrating the student's culture in the communicative learning process, a good relationship between teacher/student and vice versa is created, helping the student improve their skills in the target language. Likewise, in her study Da Luz (2015) concluded that the ESL learner is able to improve because the teacher creates activities where the students' interests are taken into account. This makes the ESL student more motivated and communicative in learning the target language.

Bennet (2002) investigated why not all people perceive and appreciate how valuable an ESL class can be when target language instruction is coupled with the

ESL learner's culture. For Keith et al. (2003), such instructional styles involving the learner's culture and experiences may or may not be beneficial in learning the new language. However, Bennet (2002) emphasized that the teacher must know the learner's culture in order to be able to help them more effectively bring out the best in them.

Similarly, the Drexel University College of Education (n.d.) showed that for interculturality to be present in the classroom, the teacher has to investigate the culture and background of their ESL students in order to better know and understand how to teach them effectively. This research does not mean that the teacher must know all the cultural details of the student's country. It is simply recommended to have a general idea of the student's culture in order to build confidence and nurture the student's trust in the teacher. When there is trust in the teacher, the learner learns more effectively what is being taught and therefore achieves better results (Rimm-Kaufman, 2010). At the same time, the learner sees that the teacher has made an effort to connect with them. This connection leads the student to communicate with the teacher and with their peers by using communication skills using the target language (Drexel University School of Education, n.d.). After all, when the teacher brings out the student's strengths, the student is able to achieve better results because they are motivated by what they are learning (Kaur et al., 2012).

Similarly, Stapleton (2000) found that EFL/ESL teachers agree to introduce and consider the different cultures and backgrounds that students have as they believe that they are essential for learning English. However, Stapleton (2010) concluded that teachers feel that they lack educational resources to help them bridge

the gap in their instruction. As a result of this finding in his study, Stapleton (2010) believed that it is important that teachers need to be trained to make these cultural references and adapt them in their lessons. Designing specific strategies for EFL/ESL learners can play a very important role in target language learning (Stapleton 2000).

In another case study, Lessard-Clouston (1996) found the same pattern as Stapleton (2000) where he indicated that EFL teachers refer to culture in their classroom instruction with students as they believe it can be beneficial and important for students' learning. However, Stapleton (2000) noted that most teachers feel that they need more help in knowing how to apply it correctly and with different learning styles in the classroom.

In a study carried out by García (1999), to test the best way to teach students who come from a culturally diverse environment with different backgrounds, mostly Latinos, García (1991) found that using good communication during instruction has positive consequences. García (1991) reported that when there is good communication between the teacher and the student, better results are obtained since the student understands what the teacher is asking them to do. This communication is most beneficial when working individually with the student in order to better meet their needs or at the same time working in a small group on a specific topic. In a similar approach, Garcia (1999) promoted group discussions about cultural stories or books among ESL students. When the ESL student participates in such discussions, the student implements the skills acquired in the classroom. The student applies the target language in a context in which they feel comfortable and confident in front of other students. In addition, according to Watts-Taffe (2000), these discussions have

another important double bottom line. The student can listen to how other students express themselves on the same topic using vocabulary or grammatical structures different from their own on the same topic. In these discussions the ESL student acquires different perspectives about a topic and their knowledge of the target language is increased by having another role model to follow (Watts-Taffe, 2000).

A different approach to a culturally competent classroom is for the learner to have access to a variety of cultural resources that they can use during their learning. The use of these cultural resources must be known to the teacher and utilize them in their lesson plans in order to enhance the student's ability to learn during instruction. The use of culture as part of the student's learning makes the lessons more real and authentic, making everything meaningful and relevant, since at the end culture is the engine by which a student learns (Ladson-Billings, 1994 & 1995).

As noted above, it is beneficial to reference culture in the classroom and create that relationship with the target language in the language learning process when instructing the ESL learner. The elaboration of cultural instruction by referring to culture will help the student to better understand what is being taught as they will use their own background as a key element to link knowledge (Kuo & Lai, 2006). The culture of ESL students is important. Therefore, when teaching a new target language, the ESL teacher must take into account the culture or language of the ESL learner. The acquisition of the target language cannot be fully assimilated if there is no reference to the culture of the ESL learner when learning the target language. Either through cultural books where reference is made to the ESL learner's country or the host country (Almutairi, 2021).

Target Language Learning

Teachers of English as a foreign language must begin to realize the importance of modifying their approach to classroom instruction if they want students to learn the content (Miramontes et al., 2011). Also, teachers need to recognize that the language of the student can help in the acquisition of the target language and must be taken into account. If it is not taken into consideration, the learning process will be slower and more difficult for the ESL student (Thomas & Collier, 1998).

Verner (2022) explained that in an ESL class, the aim is for the student to acquire the concepts through small groups and for the teacher to focus specifically on the students' needs. Teamwork has many benefits for the ESL student since they can interact with students of the same language as themselves who have the similar level of the target language, as well as be grouped by different languages so that ESL students can see the need to use the oral language and practice what they have learned in the classroom with the ESL teacher. They can also learn about other cultures and unfamiliar backgrounds. By grouping ESL students according to their skills and backgrounds, the teacher indirectly allows the ESL student to achieve the goals set around the proposed activity (Verner, 2022). Similarly, the American Federation of Teachers (2002) stated that grouping by level according to the ESL student's understanding of the target language is beneficial. By working in small groups, the ESL teacher can adapt the material to be taught according to the ESL student's knowledge of the target language in terms of vocabulary.

In order to make learning more effective for the students, the teacher should focus on one specific aspect that interests the student instead of several (Miramontes et al., 2011). Focusing on only one aspect will allow the student to focus all of the attention on what is being taught (García, 1991). Likewise, the teacher must keep in mind that the instruction must be flexible and adaptable to the different student backgrounds so the student can reach all their potential through these activities (Moore & Hansen, 2012). Instruction must be in accordance with the language proficiency of the learners so that the four basic skills are developed. With this instruction, the learner will make connections and advances in learning (Miramontes et al., 2011).

Miramontes et al. (2011) suggested that when teaching the content, it should be taught in a way in which the concepts, in this case culturally related, are connected to the grammar and vocabulary being taught. In this way, by working on the concept as a whole, it acquires greater meaning for the student. Likewise, the four skills that are worked on in class must be directly connected to the curricular topics being covered in order to achieve an integral connection between all the areas. Making use of these connections can help students acquire learning strategies that will be useful in their approach to the target language (Miramontes et al., 2011).

From this perspective, Watts-Taffe (2000) mentioned that, although it may take time for the ESL learner to scaffold this knowledge, it is recommended that the teacher dedicate time and consciously plan cultural activities as these can be beneficial for the acquisition of new vocabulary and language development. Scaffolding can help the ESL learner to finish making that connection with the

background they have from their native language and culture with the target language. The use of these experiences helps to build new knowledge. Similarly, Cummins (1994), Fitzgerald (1995), and Schimer et al. (1996) agreed that if teachers want to bring out the maximum intellectual potential of the ESL learner, they must take into account the cultural background that the learner brings to the ESL classroom. This background can be of considerable relevance to the ESL learner in their learning acquisition of the target language. Another approach for ESL learners is to make use of their prior knowledge of a specific topic as this helps them to further develop their memory and thereby transfer what they know from one language to the target language they are learning. This is possible through the use of literature (Watts-Taffe, 2000).

More benefits for the ESL students will be if the teachers who teach ESL students are from different cultures or have had the opportunity to learn and get to know another culture different from their own (Latham, 199). Teachers with these experiences will be able to teach in a more diverse way and reach the students because they will know what students are going through. They will be able to understand their experience and be able to reach them better when teaching them the new language (Swetnam, 2003). An ESL class is already culturally diverse because of the different backgrounds of the students, so if we make the teacher more knowledgeable about this diversity and have first-hand experience about the experience, this could have positive learning consequences for the students (Calabrese et al., 2005; Lindquist, 2016). Students will identify more with the teacher than with others who have not gone through the same situation. In Swetnam's

(2003) study, it was noted that these teachers can be a good combination with ESL classes as they will be able to compare and contrast the known with the unknown; thus creating a great classroom environment where the student may be more willing to participate in the proposed activities.

As Swetnam (2003) also mentioned, it is much more effective to have a teacher who has mastered several cultures than to have one who is only a master of their own native experience. Similarly, Lindquist (2016) suggested that, using cultural literature in the ESL classroom makes the learner feel more comfortable in their adaptive process in learning the target language since knowing one part of what is being addressed in the classroom can make it easier for them to move in that context. In addition, Calabrese et al. (2005) mentioned that educators who take into account the culture of ESL learners and the community in which the school is located achieve better results in school because they have been able to combine two important aspects in their classroom teaching. These aspects are the culture of the student and the acquisition of the target language.

The use of multi-cultural literature

Culture is in the classrooms of every school in the United States due to the fact that the United States is a multicultural nation (Norton, 2005). That means that in the United States there are people with different cultural backgrounds from all over the world and it keeps increasing over the years (U.S. Department of Education, 1995). There are many ESL students in the school who come from different cultures and because of this, it is necessary to develop a multicultural approach to literature to

better reach these ESL students in order to help them in acquisition of the target language. Booth (1998) suggested that it is the responsibility of the teacher and the school community to teach the ESL students.

In order to understand ESL students in American classrooms, it is essential for the teacher to have a cultural and cross-cultural understanding in order to provide a more effective education to ESL students (Booth, 1998). Consequently, Booth (1998) and Rochman (1993) suggested introducing cultural literature into the classroom in order to teach ESL students. Likewise, Rochman (1993) concluded that the use of culturally specific books can be beneficial to the learner as it makes them feel close to home even though they are far away. The use of multicultural books creates a bridge, a connection between something known and unknown. Also, Tway (1989) commented that in a country where a multitude of cultures coexist, it is necessary to reflect them in books and that students learn from them, since it is through cultural books that students learn about their past, learn about their heritage and learn about their country of origin.

Stories should not only serve to entertain and make us believe in adventures, but they can also have a double bottom line and create bridges between languages (Bartol & Richardson, 1998). Norton (2005) discussed how positive multicultural and heritage stories can be for ESL students. The use of multiculturalism helps improve the reading, communication, and writing skills of students from different cultures. The development and implementation of creative activities related to multicultural books with the standards in mind enhances the potential of ESL students and builds cultural awareness of their heritage (Norton, 2005). The use of the cultural

component brings the student closer to their education and results in the ESL learner gaining a better pragmatic understanding of the text as they better understand the meaning of what they are reading (Rafieyan, 2016).

The use and integration of cultural activities based on multicultural books enhances the ESL student's language skills and strategies when learning and acquiring the target language. (Jiménez, 1997; Pérez, 1998; Robert, 1994). In addition, using multicultural literature in books, the teacher can work with ESL students during instruction on activities related to writing, grammar, reading comprehension, geography, history, science, and elements of history (Norton, 2005). This is made possible by the wide variety of cultural references in the books that the teacher can use as a resource when teaching the target language to the ESL learner.

For example:

- It is possible to teach social sciences with the Colombian book "Biblioburro" by Jeanette Winter.
- It is possible to teach natural sciences with the book "Escape from Pacaya" by Nicolas Brosh.
- It is possible to teach the elements of history with the book "Maria had a little lama" by Angela Dominguez.
- It is possible to teach intonation and memorization of words with the book "My Tata's Guitar" by Ethriam Cash Brammer.
- It is possible to teach numbers with the book "Los mariachis" by Rita Rosa Ruesga.

- It is possible to teach history with the book "The Maya and Chichén Itzá" by Ben Hubbard.

Ultimately, multicultural books can serve the ESL teacher and their ESL students in many positive ways in the classroom as they can make references to several important curricular areas (Norton, 2005). At the same time, working with something familiar to the student makes everything more meaningful and facilitates the dialogue between teacher and student in the target language learning process.

Teacher's challenges

One of the challenges ESL teachers face is not knowing how to adequately reach ESL students because of the many different cultures in their classrooms and also because of the lack of knowledge of those cultures and how to incorporate them into their lesson plans following state standards. For this reason, in Principle 3 of Teaching English learners, it is proposed that principals also consider the needs of ESL students. If school leaders provide their faculty with the opportunity to attend conferences or workshops focused on best practices for ESL, teachers will be better prepared when it comes to addressing the needs that ESL students have (Short, 2018; Khong, 2014). By participating in this training, the teacher will learn how to facilitate literary culture of the student body by making use of it when planning their lessons. The teacher will make the lessons accessible to the students following the established curriculum and standards. Additionally, the teacher will incorporate books or cultural literary texts that the ESL student identifies with or has some prior knowledge of, as this will enhance their language acquisition (Watts-Taffe, 2000).

Likewise, Short (2018) suggested that when teachers are given a budget, they should consider spending a portion of it to get necessary materials that meet the needs of their ESL students, such as books appropriate to their reading levels and cultural books. These materials will help them in the future to give better instruction to the ESL students in the classroom.

Another challenge is that in many U.S. classrooms, diverse nationalities coexist among students. This sometimes makes classrooms look like a cultural museum (Pevtzow, 2010). Likewise, in order to take into account every culture and not leave any student behind, specific lesson plans must be created where importance is given to the different backgrounds of the students, considering that all of them are worthy of being mentioned even when they are not in the country of origin (Yoon, 2007). Students must be given the opportunity to be able to speak, read, write, and listen to aspects they know firsthand since this is one way to reach them (Miramontes et al., 2011; Yoon, 2007). Teachers that consider the multiculturalism of ESL students in their classrooms can better help their students achieve their learning objectives (Pevtzow, 2010).

Conclusion

Second language teachers need to understand how beneficial it can be to work with cultural books that relate to the culture and background of the students in their class. The use of cultural books that refer to the learner's heritage makes the learner more active and participative in the learning process. The student is able to communicate with peers and the teacher by giving their point of view on topics with

which they are familiar. In addition, when the student communicates, they use the skill of speaking. When students use this skill, they practice the vocabulary learned during the lesson, the grammatical structures, and the correct use of the sounds of the words worked on during the reading time.

The implementation of cultural books in the ESL teacher's lesson plans is also very beneficial for the ESL student's acquisition of the target language. When cultural references are made in the classroom with books specifically from the student's country, the ESL student is more inclined to learn due to the fact that they can use their previous knowledge to acquire the new language they are learning.

The ESL teacher should consider programming lesson plans with cultural books that make reference to the student's culture or background (Swetnam, 2003). The cultural lesson plans will help to build bridges between teacher and students and vice versa. When this happens, the students feel important in the classroom even though they are not in their own country. This makes them feel more motivated and increases their engagement in learning the new language (Koenig & Zorn, 2002). For this reason, it is important to provide training to ESL teachers and regular teachers who have ESL students in the classroom. This can be achieved by conducting PDs in the school. In these PDs, the teacher will not only learn how to implement cultural factors into their lessons, but also create a future bond with their students, as they will actually try to connect with them based on their cultural heritage.

Chapter three: Project Design

In this Chapter, I outline the benefits of the implementation of multicultural literature from the ESL students' background in their instruction in the ESL classroom. The design of lesson plans based on multicultural books from the students' home countries will help and guide teachers on their way to teaching the ESL students the target language. In addition, with these lesson plans focused on using cultural books, I want to demonstrate how the use of cultural references known by ESL students can help them achieve the target language. According to Adaskou et al. (1990), the inclusion of cultural references in ESL/EFL classrooms can have beneficial effects for ESL students, such as engagement with the target language, and students are more likely to have an open mind to learn in a global context. As a result, the student can continue to recall and expand their cultural knowledge through the target language.

The cultural lesson plans that I have created focus on the four basic skills in language acquisition. The skills are writing, reading, speaking, and listening. Also, in the cultural lesson plans I work with the World-Class Instructional Design and Assessment (WIDA) standards and also include the common core standards so that the student's learning is more complete and aligned with what the regular teacher focuses on the classroom.

The cultural lesson plans are based on fiction and non-fiction books about Spanish-speaking Central and South American countries. The cultural books make

reference to important facts of daily life of the people living in that country and also to characteristics that make that country unique. With the use of these cultural books adapted to lesson plans, a teacher can connect in a deeper way with the students so that they learn the language in a more dynamic and motivating way, starting from something they know and are proud of. In this case it is their country of origin, focusing on their culture.

Regarding the incorporation of the four basic skills in the lesson plan, a teacher can integrate them constantly to encourage the student to participate and learn from them. In the listening skill, a teacher would work on it by giving oral instructions to the students about how the activity is going to be developed and what is going to be learned in it. Likewise, the teacher also uses this skill in the reading of the cultural books. When the teacher reads the book aloud, the student listens carefully to the pronunciation of the sounds and the intonation that the words have when they are pronounced. Because the teacher is constantly communicating with the students, the students are able to adapt their hearing to the new sounds of the English language.

The writing skill will be incorporated in the lesson plans throughout the exit tickets given at the end of the lesson. These exit tickets are a combination of all the knowledge of the WIDA standards and vocabulary that has been learned throughout the cultural activity. The teacher will use these writing exit tickets to know how well the students have acquired the concept or if in the other case, the student is struggling and needs more individualized small group practice to finish understanding what has been taught.

Also, in order for the ESL student to correctly acquire the target language during the instruction of the lesson plans, it is important that the ESL teacher always gives examples or models of how to answer the questions, so the students can have an understanding of how the activity needs to be answered. In the study carried by Curtin (2005), it was found that it is important for the ESL students to see how the ESL teacher supports them in the acquisition of the target languages by modeling with clear examples and helping them during the process by going individually to the students' desk to see how they are doing.

In reading proficiency, students focus their attention on reading short paragraphs of the book and identifying the grammatical structures of the text or rule to be worked on. Reading aloud the short paragraphs help ESL students in their fluency and accuracy of the words that are in the text. As the ESL students become more familiar with the words, their reading comprehension increases as they are able to understand what they are reading. Also, the ESL students practice the language while reading cultural books, especially related to the intonation and memorization of the high frequency words that the ESL teachers want to focus while students read the book, for example:

- Repeated words: *Boom boom boom! Beat the congas* from the book *My Name is Celia* by Monica Brown.
- Differentiation of information provided by the author or the photographer from the book *Mexico* by Patrick Cunningham.
- Phrasal verbs: *pack up, lie down, go out* from the book *The Day of the Death* by Bob Barner.

- Typical expressions: *next time, deep into the night* from the book *Biblioburro* by Jeanette Winter.

Regarding speaking skills, my lesson plans ended with an oral presentation where students prepared a PowerPoint presentation with the teacher's guidance. Through this presentation, students can raise awareness of the Hispanic countries where they come as they present to their classmates. The rest of the students can learn about different worldwide cultures, specifically those that are close to their lives, such as the heritage of a classmate. In addition, students can make themselves known to their classmates using the vocabulary and language they have learned throughout the cultural lesson plans with the ESL teacher. This oral presentation is the culmination of the entire year of learning English. During the preparation of this project, the ESL class will focus on relevant characters, cultures, traditions, and customs typical of Spanish-speaking countries.

The lesson plans created and developed using the cultural books throughout the year will assist the students in the presentation of their final project about their home country. The reason behind this final presentation is the completion of their language acquisition in terms of speaking and writing. Through this project, I want to give the opportunity to the English speakers to know more about their ESL classmates and where they come from. Here, the students talk about the country they came from and what their life was like there before they immigrated to the United States. This final lesson plan can help the ESL student to lose their possible fear of talking in public in front of English speakers. Integrating the ESL students' cultural experiences and knowledge in the regular classroom with the English-speaking

students as spectators creates a more global classroom environment. In addition, when a teacher actively promotes multiculturalism and cultural diversity in the regular classroom, ESL students are more motivated to learn and communicate in the target language outside the ESL classroom as it shows that their participation in the classroom is taken into consideration even if they are not English speakers (Yoon, 2007).

In conclusion, it has been shown that working with cultural educational resources in ESL classes helps target language acquisition. Thereby, during the learning of the target language, good results are obtained because the learners' background is connected to the cultural instruction provided by the ESL teacher (Curtis, 2005). Hinkel (1999) also mentioned that for the target language to be successfully acquired by the ESL learner, it must be linked to the learners' cultures and backgrounds. Therefore, as there is a cultural knowledge prior to the teaching of the target language, the ESL student is more receptive to learning the language since they have a broader vision of the world and know how to focus what they know on learning the language.

Chapter Four: Multicultural Lesson plans

This set of multicultural lesson plans and final project presentation for medium English learners is designed to help the ESL teacher teach students the English language using a meaningful concept that is familiar to ESL students. Each lesson plan will have the common core standards and the WIDA standards to work on so the student can have a complete understanding of the language and concept that is going to be taught. In the lesson plans, the ESL teacher will use a multicultural fiction and nonfiction book from the students background. These lesson plans include the four basic skills that an ESL student needs to acquire in order to learn the language. The lesson plans also include specific vocabulary, sentence structure, grammar, presentations, and exit tickets to work at the end of each lesson.

In order to make all students understand the lesson that has been explained, the lesson plan has a section with adaptations for those students who have difficulties with the concept being taught. The purpose of these lesson plans is to cover the acquisition of a new language using a component that the students are familiar with and feel confident with in order to learn in a more motivating and entertaining way. In addition, the final project that the ESL students will design with the help of the ESL teacher is to raise awareness of the Hispanic countries where the students come from. The goal is that the rest of the students learn about different worldwide cultures, specifically those that are close to their lives, such as the heritage of a classmate.

Lesson 1: Book *Biblioburro: A True Story from Colombia* by Jeanette Winter

Subject: Cultural ELA Lesson for ESL Students	Central Focus: Story elements (standard 2)
<p>Essential Standard/Common Core Objective:</p> <ul style="list-style-type: none">• CCSS.ELA-Literacy.RL.1.3: Describe characters, settings, and major events in a story, using key details.• CCSS.ELA-Literacy.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.• CCSS.ELA-LITERACY.W.1.3: Write narratives in which students recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.• CCSS.ELA-LITERACY.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.• CCSS.ELA-LITERACY.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.• CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.• CCSS.ELA-LITERACY.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>WIDA:</p> <ul style="list-style-type: none">• Listening:<ul style="list-style-type: none">○ Sequence pictures of stories related to the read aloud by identifying the beginning, middle and end.○ Identify the elements of the story with WH questions and pictures (e.g., “Who are the characters?”).• Speaking:<ul style="list-style-type: none">○ Describe characters, settings, problems, and solutions in the story books.	

- Use expanded sentences in oral interactions.
- Writing: Use expanded sentences in written paragraphs.
- Reading: Select definitions to match the correct meaning of the story elements.

Daily Lesson Objective: Students will be able to...

- SWBAT describe characters, setting, and major events of a story.
- SWBAT talk about someone important in their community.
- SWBAT answer questions about the details of a story.
- SWBAT identify the beginning, middle, and end of stories.
- SWBAT summarize the key details of a story using the character(s), setting and major events of a story.
- SWBAT identify a character(s), setting (including the time) and major events of a story.
- SWBAT locate Colombia on the map.
- SWBAT learn about a real story and how this impacted the community.

21st-Century Skills:

- Communicate effectively in diverse environments (including multi-lingual).
- Demonstrate ability to work effectively and respectfully with a diverse team.
- Develop, implement, and communicate new ideas to others effectively.

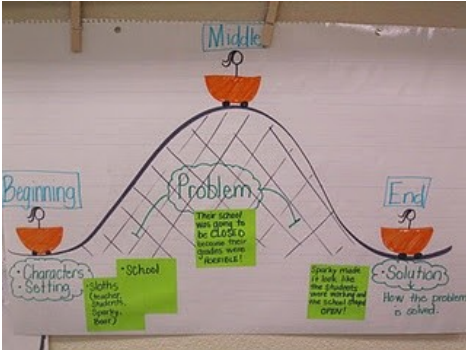
Academic Language Demand (Language Function and Vocabulary):

1. **Words from the book:** country, Colombia, jungle, grumble, faraway, hills, crates, village, pull, candles, borrow, book.
2. **Setting:** the place where something is positioned or where an event takes place.
3. **Characters:** a person or animal in a story.
4. **Problem:** what is wrong. A challenge or obstacle in the way. 5. **Solution:** how the problem is fixed or solved.
6. **Events:** important things that happen in the story.

Prior Knowledge:

- Students will know how to answer WH- questions about a text.

- Students will be able to identify the beginning, middle, and end of a story.
- Students will be able to identify the characters, setting, and events of a story.

Activity	Description of Activities and Setting	Time
1. Focus and Review	<p>The teacher will review with the students the concept of “story elements” with the help of an anchor chart.</p>  <p>The teacher will also remind the students that in the beginning as readers they should look for the characters and the setting of the story. In the middle of the story, some sort of action or problem takes place, or something happens to the characters. And at the end of a story, the characters are different in some way or the problem was solved.</p> <p>After that, the teacher will divide the students into collaborative pairs with three flashcard pictures of a story. The pairs will have to work together to put the three flashcard pictures in order to “tell the story”. While the students work in collaborative pairs the teacher will walk and stop to listen to the students' thoughts and ask them why they have put the flashcards in this order.</p> <p>Questions that the teacher can ask her students:</p> <ul style="list-style-type: none"> - Why do you think that this picture is what happens in the beginning of the story? Because in the beginning is where the story takes place and here you can see how the story is going to start with a glass of milk. 	10 minutes

	<ul style="list-style-type: none"> - Why do you think that this picture is what happens in the middle of the story? Because in the middle you find the problem and the problem is that the kid drops the milk on the floor. - Why do you think that this picture is what happens at the end of the story? Because at the end you find the solution and the solution is to clean the milk from the floor. <p>The teacher will do this short activity to help students understand how the pictures in the book can help them distinguish the story elements (beginning, middle, end).</p>	
2. Statement of Objective for Student	<p>The teacher will tell the students what they are going to learn in the lesson. The students will learn to describe characters, settings, and major events in a story, using key details. The students will also listen to a Colombian book <i>Biblioburro: A True Story from Colombia</i>, read aloud by the teacher. With this book the students will differentiate and describe what happens in the beginning, middle, and end of the story.</p> <p>The teacher will ask this essential question to the students before starting to explain the concept:</p> <ul style="list-style-type: none"> - How can I identify the beginning, middle, and end of a story? 	3 minutes
3. Teacher Input	<p>The teacher will tell the students to sit down on the carpet. Before starting to read the book, the teacher will introduce the book and where it is from. The teacher will use a map to situate the country, Colombia, as where the story takes place.</p> <p>The teacher will explain to the students that the book <i>Biblioburro: A True Story from Colombia</i> is a real story of a man that wanted to help the children of other communities who did not have access to books. The teacher will also explain this man changed the community by being nice and grateful with the people that live around him.</p> <p>The teacher will then encourage students to share a story from their country or the United States about how they helped someone in need</p>	15 minutes

or if they know of someone who did something good for others. For example: Yesterday my mom gave flour to the neighbor because she needed it to make tortillas.



After that, the teacher will start reading aloud from the book *Biblioburro: A True Story from Colombia*. The teacher will remind the students that good readers look for certain elements of the story in the different parts.

First, the teacher will tell the students that at the beginning, readers look for characters and the setting of the story. The teacher will model reading the book where it introduces the **characters** and describes the **setting**. She will also point out where it discusses the **mood** of the main characters (page 1-8). The teacher will point out to the students that what has just been read is the beginning of the story. The teacher will think aloud, with the help of the students, as she reads the text and examines the pictures, describing what they see. After reading, the teacher will ask students who the characters are. Before letting any student answer the question, the teacher will remind them that these are the people or animals in the story (Luis, Diana and the donkeys Alfa and Beto). The teacher will ask how the characters feel at the moment (Diana is complaining because Luis has a lot of books at home). Then, she will ask where they are (in the jungle of Colombia). The teacher will remind the students that this part of the book is referred to as the setting. Questions that the teacher can ask while she reads to the students:

- Who are the characters?
- What is the setting?
- How does the character(s) feel? Diana is complaining because Luis has a lot of books at home.



Afterwards, the teacher will tell the students that in the middle of the story, some sort of action or problem takes place, or something happens to the characters. The teacher will model reading the book through where a **problem** occurs, (pages 9-20) and thinking aloud to describe it. In this part of the book, the teacher will introduce to the students the new characters (the bandit and the children from El Tormento). After reading the pages where the problem and adventures happen, the teacher will ask the students:

	<ul style="list-style-type: none"> What problems does Luis face on his way to El Tormento? Beto does not want to cross the river and a bandit assaults Luis looking for silver. <p>In pages 13 and 14 the teacher can ask the students how they think that the character is feeling when he finds the bandit in the middle of the jungle (Luis can feel scared). Then after reading pages 15 and 16 the teacher can ask the students:</p> <ul style="list-style-type: none"> How do we know that Luis and the children from El Tormento are happy? Luis is holding the book with a smile on his face and the children are running to meet him with a smile too.  <p>At the end, the teacher will explain to the students that at the end of a story the characters are different in some way or the problem was solved. The teacher will model reading the book through where the problem is solved. The teacher will ask the students to describe what happens in the text and pictures (pages 21-22). Here the student needs to realize that Luis found the solution to his problem of having a lot of books. The teacher will ask the students:</p> <ul style="list-style-type: none"> What was the solution? The solution was to give books to the children and also to allow the children of El Tormento to borrow books, so they can enjoy reading as much as Luis does. 	
4. Guided Practice	<p>In order to practice the beginning, middle and end of the story from the book <i>Biblioburro: A True Story from Colombia</i> and see if the students have comprehended and internalized the story, the teacher will put some pictures from the book in a presentation. In this presentation the teacher will continue developing the characters, settings, beginning, middle and end of the story. The teacher will go over some pictures from the book and together with the students will</p>	10 minutes

	<p>complete an Exit ticket.</p> <p>First, the teacher will put a picture of the characters and will ask the students: Who are the characters in the story? Then the teacher will ask the students: Where does the story take place? The last part that the teacher will do together with the students will be the beginning. In this way the teacher will model how to write this event by using the information and the images provided.</p> <p>Every time that a student wants to talk he/she needs to raise his/her hand. The teacher will copy all the students' responses on the board so the student can write them down on the Exit ticket.</p>	
5. Independent Practice	<p>The students will continue working with the Exit ticket but now they will do it on their own. The teacher will display on the board some pictures from the book about what happens in the middle and at the end to help the students in their writing. Here the student will look at the pictures and then write what he remembers happens in those events of the story.</p> <p>For example:</p> <div data-bbox="414 1167 680 1428" data-label="Image"> <p>A colorful illustration showing a group of children and two donkeys in a forest setting. One child is standing and talking to a donkey, while others are sitting or standing nearby. There are trees, a butterfly, and a bird in the background.</p> </div> <p>At the end, the children from El Tormento can borrow a book and take it home to read for a week.</p>	7 minutes
6. Closure	<p>The teacher will conclude the lesson by explaining to her students how we can identify the beginning, middle and end of the story. At the beginning of the story the students always find the characters and settings, in the middle of the story is where the problem and adventures of the character occur and at the end of the story is where the solution is found.</p> <p>The teacher will remind the students that all fiction books have story elements and that being able to recognize them will help them in the comprehension of the story.</p>	

<p>7. Assessment Methods</p>	<p>The teacher will remind the students what happens in the middle of the story. The teacher will say to her students that the middle of the story is usually the most exciting part. The middle is the part where the problem usually occurs. She will also say to the students that the end of the story is where the story comes to a close. At the end, usually the problem is solved (solution).</p> <p>After these reminders, the teacher will encourage the students to keep doing the Exit ticket on their own. To help the students in this task the teacher will allow the students to take and look at the book <i>Biblioburro: A True Story From Colombia</i>.</p>	<p>5 minutes</p>
<p>8. Assessment Results</p>	<p>The teacher will not grade the Exit ticket that is given to the student. However, the teacher will take personal notes regarding how the students did on it and whether they needed help or were able to complete it successfully on their own. These notes will help the teacher when she does her guided reading groups as she can continue emphasizing this concept in reading comprehension questions with those students that struggle. For those students that mastered the concept, she will continue working with it with them too; however, she will guide them less during the process allowing them to work more on their own.</p>	
<p>Student/Small Group Modifications/Accommodations</p> <p>When the teacher gives the Exit ticket to the students, she will create a small group made up of those students she has seen that have had more difficulties in writing what happens in the middle and at the end of the story. In the small group, the teacher will go over those pages and explain to them which ones are the key elements that will help them to know what happens in the middle and at the end of the story. The teacher will also use the anchor chart to show how the story evolves by identifying what happens in the middle and at the end of the story. Before writing anything on the Exit ticket the teacher will encourage the students to say aloud what they think goes there. After that, the student can write on the exit ticket.</p> <p>The teacher will remind the students of the mimic that the class does about what happens in the beginning, middle and end of the story. She will ask the students to move their arm as a roller coaster to simulate the anchor chart. The student will verbalize each step by saying “beginning”, “middle” and “end”.</p>		

Materials/Technology:

- Book *Biblioburro: A True Story from Colombia* or YouTube read aloud [video](#). Link: <https://www.youtube.com/watch?v=1PmOEWtAXkg>.
- Anchor chart with story elements.
- [Exit ticket](#): Story map. Link: <https://drive.google.com/file/d/1AwnTYmHHv7VHPxHL06RJm8AdWgQVYnxM/view?usp=sharing>
- [Flashcard pictures](#) for the activating strategy. The teacher needs to have 4 sets of these flashcards so the students can work in pairs. The flashcards need to be ready to use. This means that they must already be cut. Link: <https://docs.google.com/document/d/1xd8a7UVuDMJ73ESnXjOx96bqz3OI73ipStoXx1Arb7M/edit>
- Guided practice: [Presentation](#) Link: <https://docs.google.com/presentation/d/1HI0X78pGVMHyQdQirSc1EL81ycXkW Gxse1CqBT93iJw/edit#slide=id.p>

URL

This [link](#) will redirect you to the folder of this multicultural lesson plan about story elements. In the folder you will find all the documents that you need to carry out this lesson plan with your class.

Link folder for lesson 1:

<https://drive.google.com/drive/folders/16Hrui81SSphmPzyPjjTx0i-fEX7JuKNG?usp=sharing>

Lesson 2: Book *Mexico* by Patrick Cunningham

Subject: Cultural ELA Lesson for ESL Students	Central Focus: Information from photos versus text
<p>Essential Standard/Common Core Objective:</p> <ul style="list-style-type: none">● CCSS.ELA-LITERACY.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.● CCSS.ELA-LITERACY.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">○ CCSS.ELA-LITERACY.L.1.1.J: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.● CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● CCSS.ELA-LITERACY.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.● CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.<ul style="list-style-type: none">○ CCSS.ELA-LITERACY.SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, and speaking one at a time about the topics and texts under discussion). <p>WIDA:</p> <ul style="list-style-type: none">● Listening: Following conditional directions.● Reading: Identify key words in illustrated text related to games or activities with a partner.● Speaking: Distinguish between information provided by pictures or other illustrations	

<p>provided by the words in the text.</p> <ul style="list-style-type: none"> ● Writing: Produce and elaborate on phrases or sentences about the information provided by the text or the information from the photo. 	
<p>Daily Lesson Objective: Students will be able to</p> <ul style="list-style-type: none"> ● SWBAT describe a photo by using nouns, adjectives and verbs that help them describe. ● SWBAT write about the information provided by the text and the photo. ● SWBAT identify the information that is being provided by an illustration or picture. ● SWBAT recall the information that is provided within the text. ● SWBAT identify typical features of the country. ● SWBAT explain any similarities and differences in the information provided by both sources. 	
<p>21st-Century Skills:</p> <ul style="list-style-type: none"> ● Communicate effectively in diverse environments (including multi-lingual). ● Demonstrate ability to work effectively and respectfully with a diverse team. ● Develop, implement, and communicate new ideas to others effectively. 	<p>Academic Language Demand (Language Function and Vocabulary):</p> <ul style="list-style-type: none"> ● Illustrations/ photographs: pictures in a book or article ● Text: words in a book or article: farmer, building, sheep, yard, village, shutters, make, sell, outside...
<p>Prior Knowledge:</p> <ul style="list-style-type: none"> ● The type of information that is provided within pictures or illustrations. ● The type of information that is located within the words of a text. 	

Activity	Description of Activities and Setting	Time
1. Focus and Review	The teacher will use the Activating strategy (slide 1 st) about corn in	10 minutes

	<p>Mexico. The teacher will ask the students:</p> <ul style="list-style-type: none"> - Can you tell me everything you know about corn in Mexico? <p>The teacher will give students 30 seconds to simply view the slide without talking. Here the students are supposed to read the text and look at the picture. After time is up, the teacher will encourage the students to discuss the information gathered. While the students speak, the teacher will list all student responses on the board by using a t-chart. The teacher will sort the information gathered from the text or the information gathered from the photograph.</p> <p>When they are finished, the teacher will review by reading aloud the information the students have said and analyzing how the students have relied on both the text and the pictures.</p> <p>To have students understand the difference between information provided by the text and the photo, the teacher will remind them that the information provided by the text are the words from the author and the information provided by the photo is the image that the photographer takes.</p>	
2. Statement of Objective for Student	<p>The teacher will tell the students what they are going to learn in the lesson. The students will learn to distinguish between information provided by pictures or other illustrations provided by the words in the text. The students will also listen to passages about the book <i>Mexico</i> read aloud by the teacher. In these passages, the student will answer individually or in pairs the questions asked by the teacher.</p> <p>The teacher will ask this essential question to the students before starting to explain the concept:</p> <ul style="list-style-type: none"> - How can I use photographs and text to locate information? <p>The students will respond individually to this question by raising their hands to give the answer.</p>	3 minutes
3. Teacher Input	<p>The teacher will tell the student to sit down on the carpet. Before starting to read the passages from the book <i>Mexico</i>, the teacher will</p>	10 minutes

introduce the book and where it is from. The teacher will use a map to situate the country, Mexico, as where the nonfiction story takes place.

The teacher will explain to the students that Mexico is a country where the people speak Spanish. The teacher will also say to the students that Mexico is on the border of the United States but even though they are close countries they have very different lifestyles and language. Then, the teacher will tell the students that the reason that in Mexico they speak Spanish is because a long time ago Spain ruled Mexico. That is why Mexico has some similarities with Spain and not with the United States even though they are next to each other.

The teacher will also encourage students to share something that they usually do in their home countries or a special memory that they have from their country. For example: In Mexico I always ride my bike to school.

After that the teacher will use the [presentation](#) (slide 4th and 5th) to review the skill of deciphering information gathered from text and photographs/illustrations.

The teacher will share the anchor chart about finding information from pictures and text, so the students can see and use it in their learning.

Who Told You That?



The author

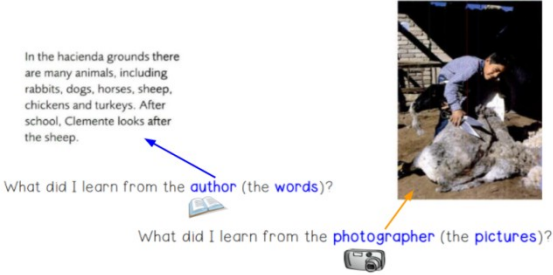
(The author writes the words).



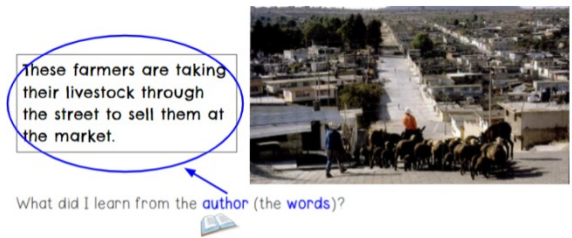
The photographer

(The photographer takes the pictures).

The teacher will explain that the photographer is responsible for providing information through photographs or illustrations and the author is responsible for providing information through words in a text.

	<p>After reviewing the concept, the teacher will start reading aloud the passages from the book <i>Mexico</i>. While the teacher reads, there should be a stop after each slide to explain to the students how we can recognize the information provided by the author or the information provided by the photographer.</p> <p>For example:</p> <div data-bbox="418 569 967 842">  </div> <ul style="list-style-type: none"> - Author: The author tells me that after school, Clemente looks after the sheep. - Image: The image tells me that the sheep that Clemente has is grey. <p>To make this concept more understandable for the students the teacher will mimic taking a photo to refer to the information provided by the photo and mimic writing to refer to the words of the author.</p>	
<p>4. Guided Practice</p>	<p>In order to practice the concept of distinguishing information provided by the author or photo, the teacher will show a presentation (slide 6th to 25th) on passages from the book <i>Mexico</i> that was just read.</p> <p>First, the teacher will show the students a passage (slide 6th) about a kid with a sheep. The teacher will model by reading aloud the text. The teacher will say to the students that this information is from the author as it has written words. Then, the teacher will point at the photo. The teacher will say to the students that in order to show they understand the information in the photo, they need to say what they see in the picture. The photo needs to be described.</p>	<p>15 minutes</p>

	<p>The teacher will remind the students that when they write about the information provided by the text they need to write at the beginning of the sentence “The words tell me that...” and when the information is provided by the photo they need to include at the beginning of the sentence “The image/photo shows me that...”</p> <p>Then, the teacher will show the students the passage (slide 11th) about a volcano. The students will help the teacher read the passage aloud and will also discuss the photograph with a collaborative partner. The students will help the teacher answer the questions about what type of information we learn from the author and what type of information we learn from the photo.</p> <p>At the end, the teacher will show the passage (slide 16th) about the country of Mexico. The teacher and the students will read the passage aloud and think about the photograph. When the students understand the concept, the teacher will put them in pairs. The teacher wants the students to discuss both types of information (author and picture) collaboratively.</p> <p>What do collaborative pairs do?</p> <ul style="list-style-type: none"> ● Partner 1- share the information they gathered from the text. ● Partner 2- share the information they gathered from the photograph. 	
5. Independent Practice	<p>The teacher will remind the students again how to distinguish the information provided by the author and the information provided by the image. The teacher will use mimics and the anchor chart created in the classroom.</p> <p>After that, when the students have comprehended and distinguished the difference between both types of information, the teacher will give them a passage to complete independently. The passage (slide 21st) will be about the farmers. The student will write their answers on a small white board. While the student works independently the teacher will walk around the classroom to see how the students are doing. The teacher will help the students if it’s needed. The teacher will also take notes about those students who struggle doing this exercise and use this information to create an accommodation.</p>	7 minutes

	<p>For example:</p> <div data-bbox="412 310 980 546">  </div> <div data-bbox="412 625 1286 714"> <p>The <u>words</u> tell me that farmers take their livestock through the street to sell them at the market.</p> </div> <p>The teacher will also remind the students that in order to write a complete sentence they need to start with:</p> <ul style="list-style-type: none"> - Author: The <u>words</u> tell me that... - Image: The <u>image</u> shows me that... <p>Then, the teacher will correct the individual tasks from the students to do independently as a whole class. The teacher will ask for volunteers to point to the author's words and explain what he is saying and the same with the image of the photographer. If there are any doubts the teacher will address them.</p>	
6. Closure	<p>The teacher will conclude the lesson by explaining to her students how we can distinguish the information provided by the author and the information provided by the image in a nonfiction book. To do this, the student needs to look at the words and remember that this is information provided by the author and the image gives us information provided by the photographer. This type of information is more open to ideas as we can describe what we see in the photo.</p> <p>After that, the teacher will remind the students that they can use the new concept that they just learned to help them with their reading comprehension questions.</p>	
7. Assessment Methods	<p>The teacher will show the students a passage from the book <i>Mexico</i>. In this passage the student needs to identify what the author is saying with the words and what the photographer is showing with</p>	5 minutes

	<p>the image.</p> <p>The teacher will read aloud the passage for better comprehension. Then, the teacher will give the student an Exit ticket to work on their own.</p>	
8. Assessment Results	<p>The teacher will not grade the Exit ticket that is given to the student. Instead, the teacher will use it to get a sense of how the class is doing with reading and reading comprehension. If the teacher sees that the students struggle or do not comprehend the concept well, then the teacher will continue working with this ELD standard during small group guided reading.</p>	
<p>Student/Small Group Modifications/Accommodations</p> <p>When the teacher gives the Exit ticket to the students, a small group should be made up of those students seen that have had difficulties in understanding the standard during the independent practice. In the small group, the teacher will go over the presentation and stop on each slide to review how the information about the author and the information about the image is provided. The teacher will also encourage the students to use mimics for the photo (photographer) and words (author) and to look at the anchor chart created as a helpful resource in their learning.</p> <p>After a couple of examples, the teacher will do the Exit ticket with the students.</p>		
<p>Materials/Technology:</p> <ul style="list-style-type: none"> • Book <i>Mexico</i> by Patrick Cunningham. • Anchor chart of “Who told you that?” • Exit ticket. Link: https://docs.google.com/document/d/14oQ5HnEc4uc6oPSKFYLM3Sdgz_xp4lWL1i17VUypd6o/edit. • Small white boards and eraser markers. • Guided practice: Presentation with passages. Link: https://docs.google.com/presentation/d/1xhnUAIFRxdY89F8CWjGMGu5gYpgKn u70QwJTAB2ZG3Q/edit#slide=id.g11d5c366ad3_0_63 		
<p>URL</p> <p>This link will redirect you to the folder of this multicultural lesson plan about information provided for the author or information provided for the photographer. In the folder you will</p>		

find all the documents that you need to carry out this lesson plan with your class.

Link folder for lesson 2: <https://drive.google.com/drive/folders/1Pzn01KdnPPh4utFrII-zaIX2MOfHNfmr?usp=sharing>

Lesson 3: Book *If Dominican Were a Color* by Sili Recio

Subject: Cultural ELA Lesson for ESL Students

Central Focus: Descriptive nouns, adjectives, and verbs

Essential Standard/Common Core Objective:

- CCSS.ELA-LITERACY.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - CCSS.ELA-LITERACY.L.1.1.E: Use verbs to convey a sense of present.
 - CCSS.ELA-LITERACY.L.1.1.F: Use frequently occurring adjectives.
- CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - CCSS.ELA-LITERACY.L.1.5.A: Sort words into categories (e.g., verbs, nouns, adjectives) to gain a sense of the concepts the categories represented.

WIDA:

- Listening: Following conditional directions.
- Speaking: Describing characters or objects using pictures or actions.

<ul style="list-style-type: none"> Elaborate or condense ideas through a few types of elaborations (adding a familiar adjective to describe a noun). 	
<p>Daily Lesson Objective: Students will be able to...</p> <ul style="list-style-type: none"> SWBAT describe a picture by saying the nouns, adjectives and verbs that the things or characters or environment have. SWBAT talk about what makes their country special. SWBAT identify the nouns, adjectives, and verbs from a text. SWBAT reason and explain why nouns, adjectives, and verbs are important in a sentence. SWBAT identify typical features of the country. SWBAT locate adjectives, nouns and verbs regarding people. 	
<p>21st-Century Skills:</p> <ul style="list-style-type: none"> Communicate effectively in diverse environments (including multi-lingual). Demonstrate ability to work effectively and respectfully with a diverse team. Develop, implement, and communicate new ideas to others effectively. 	<p>Academic Language Demand (Language Function and Vocabulary): different types of skin color, nouns (lips, hair, hips, skin, eyes, shade, mouth, sky, seasons), verbs (drive, carry, chatter, glare, count, beat), adjectives (bright, fast, brown, yellow, honey, sheer, deep), country.</p>
<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Students will know what an adjective is. Students will know what a noun is. Students will know what a verb is. 	

Activity	Description of Activities and Setting	Time
1. Focus and	The teacher will review with the students the concepts of adjectives,	10

Review

nouns, and verbs with the help of an anchor chart.

minutes



After that, the teacher will show the students three pictures of [Dominican people and landscapes](#). The teacher will put next to each picture a [Dominican flag](#). In each Dominican flag, the student needs to do something different to differentiate the words that they just reviewed.

The teacher will give to the students [country shapes](#):

- An empty shape of the country. In this shape, the student needs to write a noun that he/she knows.
- An ornament with a picture of an action and a word. In this ornament, the students need to look at the image and read the word. Then, the student needs to decide what type of word it is.
- An empty shape of the country. In this shape, the student has to write a descriptive word that tells us something about the noun". For example: the girl is beautiful, the girl has long hair, the girl is brown...

The students will put the country shapes on the correct Dominican picture that will be on the board. When they are done, the teacher will go through the pictures and read aloud the different responses that the students have written in the country shapes.

To have students understand the difference between these words, the teacher will remind them that a **verb** is an action word, something that we can do, **adjectives** are words that describe a noun, and

	nouns are words that refer to people, animals, things, places, and ideas.	
2. Statement of Objective for Student	<p>The teacher will tell the students what they are going to learn in the lesson. The students will learn nouns, adjectives and verbs that refer to the different characteristics of a person and a place. The students will also listen to a Dominican book <i>If Dominican Were a Color</i> read aloud by the teacher. In this book, the student will write individually or in pairs the questions asked by the teacher.</p> <p>The teacher will ask this essential question to the students before starting to explain the concept:</p> <ul style="list-style-type: none"> - How can I recognize a verb in a text? How can I recognize a noun in a text? How can I recognize an adjective in a text? <p>By looking at the cover of the book:</p> <ul style="list-style-type: none"> - What do you think the book will be about? <p>The students will respond individually to this question by raising their hands to give the answer.</p>	3 minutes
3. Teacher Input	<p>The teacher will tell the student to sit down on the carpet. Before starting to read the book, the teacher will introduce the book and where it is from. The teacher will use a map to situate the country, Dominican Republic, as where the story of the nonfiction book takes place.</p> <p>The teacher will explain to the students that in the Dominican Republic, it is common to have different types of skin and hair because in the past people from Spain (white) and Africa (brown) used to live on the island. The consequence of them living there was the mixed skin color and different types of hair. At the same time, because it is a Caribbean island, its landscapes are different from other countries. The teacher will show the last page of the book (a flamboyant tree) and will tell the students that this tree is originally from Africa but now is part of the Dominican Republic because African people in the past brought seeds to the country to plant it.</p>	15 minutes

The teacher will also encourage students to share something that makes their country unique and special. The sentence that the student says needs to have a noun, adjective, and verb. For example: In Mexico, the girls wear orange flowers in their hair.

After that the teacher will start reading aloud from the book *If Dominican Were a Color*. The teacher will stop at each page of the book and will explain the new vocabulary (nouns, adjectives, verbs) to her students. In order to do that, the teacher will use simple definitions and mimics that can go with the word and will also use the image that goes with the word in the book.

For example:



- Word: skin
- Type of word: noun
- Image: teacher will point to the two women and will tell the students that skin is the layer that covers a person's body.

For each new vocabulary word that the teacher introduces to her students, she will ask them to say it out loud and in the case that the word is a verb the teacher will tell them how they are supposed to mimic it.

The teacher will introduce the new vocabulary that characterizes a person and a place. While she does this, she will also create different anchor charts with the words that appear in the book. Each anchor chart will have a title depending on the word: noun, adjective, or verb. The teacher will draw a picture of the new word and write its name below it.

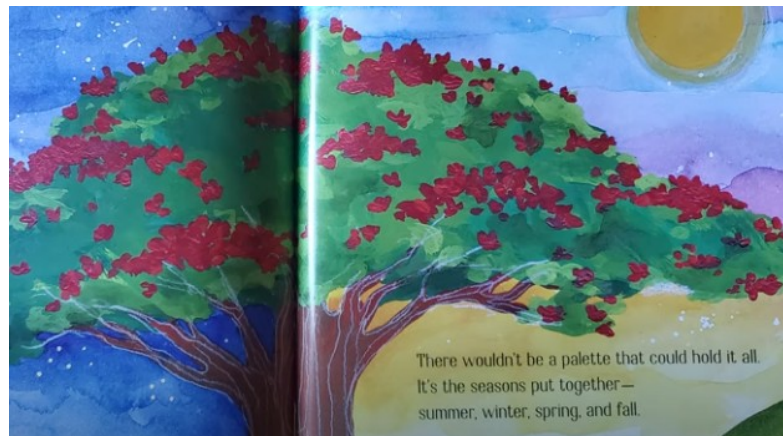
	<p>For example:</p> <div data-bbox="409 386 561 592" data-label="Image"> </div> <p>bright sky</p> <div data-bbox="760 352 896 567" data-label="Image"> </div> <p>palm tree</p> <div data-bbox="623 613 805 789" data-label="Image"> </div> <p>red and beat the drums</p>	
<p>4. Guided Practice</p>	<p>In order to practice the types of words (noun, adjective, verb) and how we can use them, the teacher will put some sentences from the book <i>If Dominican Were a Color</i> in a presentation. Students will be identifying (nouns, adjectives, and verbs) and answering questions related to the text. The teacher will display the book on the smart board so the students can see everything clearly. The teacher will demonstrate how we can find a noun, adjective, or verb in the text. Students will also gain words from the images as they have several elements that can be analyzed in the grammatical concept that is being worked on.</p> <p>Examples of the questions that the teacher will ask her students after reading one page of the book.</p> <div data-bbox="495 1432 1279 1680" data-label="Image"> </div> <ul style="list-style-type: none"> <p>In this sentence, which word is a noun? moon, night, color...</p> 	<p>10 minutes</p>



- In this sentence, which word is a **verb**? **beating or drive.**




- In this sentence, which word is an **adjective**? **brown.**



- What type of word is “**put**”? **It is a verb because it describes an action.**

Examples of questions that the teacher can ask her students to think more about the grammar concept of using nouns, adjectives and verbs. The students will work in pairs to answer these questions:

- Which categories can a name have?

	<ul style="list-style-type: none"> • Why is it important to use a verb in a sentence? • Why do you think we use adjectives next to a noun? 	
5. Independent Practice	<p>The teacher will remind the students again the definition of a noun, adjective and verb and how can we differentiate them by reading a text or looking at an image. She will use a simple learning aid (1st slide) based on the Cambridge dictionary definition and vocabulary words from the book she has just read to the students.</p> <p>After that, the teacher will display two images (2nd slide) of the book <i>If Dominican Were a Color</i> in a slide of a PowerPoint. She will ask the students what they see when they look at the image. Here the students will say words that go with the images. When the student says the word, the student will stand up and point to the word he/she is saying from the illustration.</p> <p>For example:</p>  <p>dance, tree, count, night, light, smile, curl, see, people, bright, red...</p> <p>The teacher will write them on the board. The teacher will make sure that all students say at least one or two words. Then, she will ask her students to look at these words and separate them into three categories: nouns, adjectives, and verbs. For this, the teacher will create groups of three students. Each group will have a circle map where they need to write the nouns, adjectives or verbs that they see from the picture.</p>	7 minutes
6. Closure	<p>The teacher will conclude the lesson by explaining to her students how we can identify a noun, adjective, and verb in any type of text. To do this, she will use the new vocabulary that they have learned about different characteristics of people and landscapes.</p> <p>After that the teacher will ask her students to share with each other what they</p>	

	have learned today. They can use the same words that the teacher says, or they can use their own. Think-pair-shares strategy from classcraft .	
7. Assessment Methods	<p>The teacher will show the students five pages from the book <i>If Dominican Were a Color</i>. In each page the student needs to identify and write four verbs, three nouns and two adjectives. The verbs, nouns, and adjectives must come from the text.</p> <p>The teacher will read aloud all the pages. She will also model the first question identifying a noun in the text in front of the students to give them an idea of how the exercise should be done.</p> <p>Exit ticket.</p>	5 minutes
8. Assessment Results	The teacher will not grade the Exit ticket that is given to the student. Instead, the teacher will use it to get a sense of how the class is doing with the grammar and new vocabulary. The teacher will see how well the student has internalized the recognition of nouns, adjectives, and verbs and if further work is needed for the next class.	

Student/Small Group Modifications/Accommodations

When the teacher gives the [Exit ticket](#) to the students, she will create a small group made up of those students she has seen that have had more difficulties in understanding the standard during the lesson. In the small group, the teacher will read the book to the students and stop at each page to review with them the vocabulary words about which types of words they are (nouns, adjectives, verbs). The teacher will always model first for better student understanding. The teacher will use the anchor chart created with them during the lesson as a resource to help the students.

Materials/Technology:

- Book *If Dominican Were a Color* or YouTube read aloud [video](#). Link: <https://www.youtube.com/watch?v=H2928RmwmH0&t=34s>.
- Anchor chart with nouns, adjectives and verbs.
- Smart board to display the [Learning aid and the image](#) for independence practice. Link: https://docs.google.com/presentation/d/12HIhLzwqAQpoKsdbmNUhHIqK1uoEAH79CGsHMayf_k0/edit#slide=id.gcfc1f1753d_0_0
- Guided practice: [Presentation of the book](#). Link:

https://docs.google.com/presentation/d/1oJE1wRd_Cnmeu4SGoqIMdcy4N7Ymk6dihuY43w4L-yE/edit#slide=id.g1063312e814_0_15

- [Exit ticket](#). Link:
https://docs.google.com/document/d/1YHhvnwz2nZDt0_a3Tw66WVLxrGbM5iFZQ6ruLZjkWqM/edit
- [Country shapes](#). Link:
https://drive.google.com/file/d/1qUSGAzNg2GSMBewhmnhE_h3uSXeFZIDk/view?usp=sharing
- [Dominican flag](#) where the student needs to put the ornament given by the teacher. Link:
https://docs.google.com/presentation/d/1wPG6ykgPJe0-0cXHIsz3Y0p3a2-Gu3e7tqhFue3S0lg/edit#slide=id.g11dc1ebc161_0_0
- [Dominican pictures](#) where the students need to think in adjectives, nouns and verbs.
Link:
https://docs.google.com/presentation/d/1DuqAFoz3aHFQ1B3ayVICjONRDzLDCPRc4I50ZI_--sM/edit
- [Circle map](#) for nouns, adjectives, and verbs. Link:
<https://drive.google.com/file/d/11o6Ft0yQjlmLFvPycbAGEbR-t4h0D0CH/view?usp=sharing>
- Scissors and blue Tack.

URL


This [link](#) will redirect you to the folder of this multicultural lesson plan about adjectives, nouns and verbs. In the folder you will find all the documents that you need to carry out this lesson plan with your class.

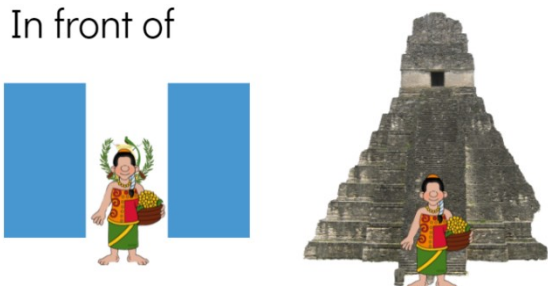
Link folder for lesson 3: https://drive.google.com/drive/folders/1y_uaRLFJLh0w-Wm3FyGkINKUS0AEwT4_?usp=sharing

Lesson 4: Book All around the world: *Guatemala* by Joanne Mattern

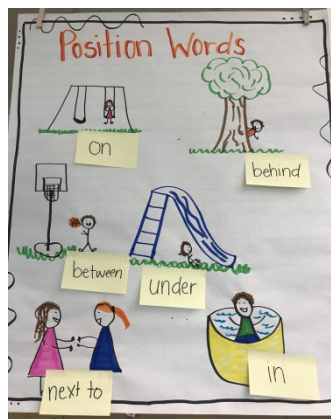
Subject: Cultural ELA Lesson for ESL Students	Central Focus: Prepositions of place
<p>Essential Standard/Common Core Objective:</p> <ul style="list-style-type: none">● E04.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.● E04.D.1.1.5: Form and use prepositional phrases.● CCSS.ELA-LITERACY.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">○ CCSS.ELA-LITERACY.L.1.1.J: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.○ CCSS.ELA-LITERACY.L.1.1.I: Use frequently occurring prepositions.● CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ CCSS.ELA-LITERACY.L.1.2.A: Capitalize dates and names of people.○ CCSS.ELA-LITERACY.L.1.2.B: Use end punctuation for sentences.● CCSS.ELA-LITERACY.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.● CCSS.ELA-LITERACY.SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion. <p>WIDA:</p> <ul style="list-style-type: none">● Listening: Following oral directions using visual cues and modeling.● Reading: Identify the prepositions of place illustrated in a presentation and text related or activities.● Speaking: Describe where the person is in a picture using cultural elements.	

<ul style="list-style-type: none"> ● Writing: Produce and elaborate on phrases or sentences with the prepositions of place from the photo. 	
<p>Daily Lesson Objective: Students will be able to...</p> <ul style="list-style-type: none"> ● SWBAT write sentences using prepositions of place. ● SWBAT orally communicate where things are using prepositions of location. ● SWBAT listen and recognize in a picture the place preposition that the teacher is saying. ● SWBAT identify typical features of the country. ● SWBAT describe the position of a person or thing in relation to another person or thing. ● SWBAT identify the prepositions of place. 	
<p>21st-Century Skills:</p> <ul style="list-style-type: none"> ● Communicate effectively in diverse environments (including multi-lingual). ● Demonstrate ability to work effectively and respectfully with a diverse team. ● Develop, implement, and communicate new ideas to others effectively. ● Use of technology as an educational resource. 	<p>Academic Language Demand (Language Function and Vocabulary):</p> <ul style="list-style-type: none"> ● Prepositions: on, in, under, in front of, behind, next to, between. ● Review words from the book: maya, quetzal, country, flag, temple, dream, volcano, and balcony.
<p>Prior Knowledge:</p> <ul style="list-style-type: none"> ● Students will be able to write a sentence using a capital letter at the beginning of the sentence and a period at the end of the sentence. ● Students will be able to know that it is needed to put a finger space between words. ● Students will be able to recognize these vocabulary words: maya, quetzal, country, flag, temple, dream, volcano, and balcony from the book <i>Guatemala</i>. 	

Activity	Description of Activities and Setting	Time
1. Focus and Review	<p>The teacher will review with the students the vocabulary learned from the book <i>Guatemala</i> using this presentation (1st slide). The teacher will say the word and the students will repeat the word after. After that, the teacher will ask a student: Where is the volcano? The student needs to point to the picture of a volcano (2nd slide). Then the teacher will ask the students to pick a word and put it in a sentence. By doing this short review the teacher will acknowledge if the student has interiorized the vocabulary words.</p> <p>For example:</p> <div data-bbox="399 760 1239 890">  <p>Word: flag Sentence: The flag of Guatemala is blue and white.</p> </div> <p>The teacher will do a short activity to observe if the students have some prior knowledge of prepositions already. In order to know this prior knowledge, the teacher will play the game “Maya says...” (3rd slide) where the students need to do what Maya says. For example: Maya says put your hand under the table, Maya says put your hand on the table...</p>	8 minutes
2. Statement of Objective for Student	<p>The teacher will tell the students what they are going to learn in the lesson. The students will learn the prepositions of place based on cultural landscapes and objects from Guatemala.</p> <p>Before teaching the prepositions of place based on the images and ideas of the book <i>Guatemala</i>, the teacher will ask this essential question to the students:</p> <ul style="list-style-type: none"> - What is a preposition? - What do you think we use them for? <p>The students will respond individually to this question by raising their hands to give the answer.</p>	3 minutes

<p>3. Teacher Input</p>	<p>The teacher will tell the students that today they are going to learn the prepositions of place with some words that they have learned in the previous lesson about the book <i>Guatemala</i>. Then, the teacher will use a map to situate the country, Guatemala, on the map. In order to situate it on the map the teacher will say some prepositions of place that the students are going to learn to activate their knowledge.</p> <p>The teacher will also encourage the students from Guatemala to share something that makes their country unique. For example- an interesting fact about the colors of the flag or where you can find a quetzal.</p> <p>The teacher will use the presentation (slide 4th) to introduce the students to what it is a preposition of place. Then, the teacher will start teaching the preposition of place (slide 5th and 12th) to her students. On each slide that the teacher shows to teach the preposition of place, she will do a mime with her hands. When she mimes with her hands, the students should imitate her in order to better internalize the concept and memorize the word they have just learned.</p> <p>For example the teacher will show this slide. The teacher will say aloud the preposition. The students need to repeat the preposition and mimic too. Then the teacher will use the preposition in a sentence, so the students know how to use it correctly using a sentence steam.</p> <div data-bbox="406 1428 950 1711"> <p>In front of</p>  </div> <p>Maya is in front of the flag.</p> <p>Maya is in front of the temple.</p>	<p>15 minutes</p>
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Every time that the teacher introduces a preposition she will add it to the anchor chart, so the students can see and use it in their learning if it is needed.



4. Guided Practice

The teacher will remind the students again how they can use the prepositions of place depending on where the person or thing that they want to relate to is.

Next, the teacher will put a [presentation](#) (slide 14th to 26th) to practice with the students the prepositions of place.

In order to practice the prepositions of place, the teacher will use the character of Maya. Maya is an image of a maya. The mayas were the people that used to live a long time ago in Guatemala. The teacher will say to the students that she is going to ask them questions about where Maya is located in the images. When the student knows which preposition of place is the correct one that goes with the image, he/she will need to put this preposition in a complete sentence. The student will need to use the vocabulary words that he/she has reviewed at the beginning of the lesson.


For example the teacher will ask:

Where is Maya?

Maya is _____ the temple.



10
minutes

	<p>The student will respond:</p>  <p>Maya is BEHIND the temple.</p> <p>After the student has said his/her answer the teacher will put the next slide to see if what the student has said was good or not.</p>	
5. Independent Practice	<p>The teacher will divide the students into pairs. The teacher will give each pair a box and a toy. In this activity each student will have a specific role.</p> <ul style="list-style-type: none"> - Student 1: This student will ask the question "Where is the toy?" to his/her partner and at the same time put the toy in a certain place in the box for his/her partner to guess the preposition of place. - Student 2: This student will respond to the question posed by his/her partner by saying this sentence: "The toy is _____ the box." <p>After 3 minutes the students will rotate so each student can practice both the oral form of asking questions and the oral form of answering the question about where the toy is by using the appropriate preposition of place.</p> <p>While the students are working in cooperative pairs, the teacher will walk around the classroom to see how their students are doing. She will also take note of those students that struggle and those that they understand the concept. The teacher will give the students immediate feedback.</p>	7 minutes
6. Closure	<p>The teacher will conclude the lesson by explaining to her students why it is important to correctly use the prepositions of place. She will tell the students that the prepositions of place are important because they help us to describe the</p>	

	<p>position of a person or thing in relation to another person or thing.</p> <p>After that, the teacher will remind the students that the prepositions of place are very useful everyday when communicating as they can help them to situate and know where the things and the people are. On the other hand, if they know the prepositions of place they can communicate better with their classmates and understand better the instructions that the teachers say.</p>	
7. Assessment Methods	<p>The teacher will tell the students that the exit ticket that they are going to do is going to be through an interactive activity in Seesaw. In this activity the student needs to look at the cultural prepositions and then listen to the audio recorded by the teacher. After that, the student needs to circle the correct image that goes with the preposition of place that the teacher is saying. Then, the student needs to record himself/herself saying the correct preposition with the cultural vocabulary word.</p> <p>If there is time left the students can do the last activity. In this activity, the student needs to look at the images and write the correct preposition of the place next to it.</p> <p>If at any point the student needs help to remember the prepositions of place he/she can look at the anchor chart created by the teacher or at the anchor chart that is in the Seesaw activity. These will help the student to do the activity correctly.</p>	7 minutes
8. Assessment Results	<p>The teacher will not grade the exit ticket (Seesaw) that is given to the student. Instead, the teacher will use it to get a sense of how the class is doing with the prepositions of place. If the class is doing well and has internalized the concept she will continue teaching more prepositions of place. However, if not she will prepare another lesson to continue working with them until the students understand when the preposition of place needs to be said.</p>	
<p>Student/Small Group Modifications/Accommodations</p> <p>When the teacher gives the Seesaw activity in their Ipads or Chromebooks to the students to complete, she will create a small group made of those students that she has seen that they had not yet acquired the concept. In the small group, the teacher will go through the presentation and stop on each slide. She will ask the students to repeat the preposition aloud and to mimic</p>		

them too. In order to do this, the teacher will give the students to take their pencil case and a pencil. Every time that the teacher says a preposition, the student will need to use the pencil and the pencil case to represent the preposition of place. After they have done this exercise several times the students will be allowed to do the [exit ticket \(Seesaw\)](#) in the Ipad or Chromebook. The teacher will read aloud the sentence and the student will need to circle the correct image. The exercise will be done as a group less the last activity that the students can do by themselves.

For example:



Maya is under the flag.

Materials/Technology:

- Book *Guatemala* by Joanne Mattern from [Epic!](#). Link: <https://www.getepic.com/app/read/59276>
- Anchor chart of “Prepositions of place”
- Seesaw [Exit ticket](#) Link: https://app.seesaw.me/pages/shared_activity?share_token=pjrWO1QWRzySNMyi49MzKQ&prompt_id=prompt.ffad8959-129c-4086-afc1-b233dd7bde07.
- Guided practice: [Presentation](#) Link: https://docs.google.com/presentation/d/1diACvLRzBZsuXwYG667VOA_250SUgFcPUNR8d_gROpg/edit#slide=id.g11e4264c4a0_0_26.
- Ipad or chromebook.
- Headphones.
- Independence practice: box and a small toy.

URL

This [link](#) will redirect you to the folder of this multicultural lesson plan about prepositions. In the folder you will find all the documents that you need to carry out this lesson plan with your class.

Link folder for lesson 4:

https://drive.google.com/drive/folders/14ZvQxIpTmGwI_JrCf0gkFz-g_bw-UZGE?usp=sharing


Lesson 5: Book *María had a Little Llama* by Angela Dominguez

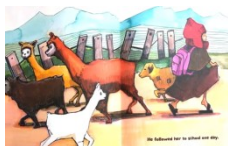
Subject: Cultural ELA Lesson for ESL Students	Central Focus: Asking and Answering Questions
<p>Essential Standard/Common Core Objective:</p> <ul style="list-style-type: none">● CCSS.ELA-LITERACY.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.● CCSS.ELA-LITERACY.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.● CCSS.ELA-LITERACY.RL 1.1: Ask and answer questions about key details in a text.● CCSS.ELA-LITERACY.1.C & G.1.1: Explain why rules are needed in school and community.● CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.<ul style="list-style-type: none">○ CCSS.ELA-LITERACY.SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).○ CCSS.ELA-LITERACY.SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.● CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.● CCSS.ELA-LITERACY.SL.1.6: Produce complete sentences when appropriate to task	

<p>and situation.</p> <p>WIDA:</p> <ul style="list-style-type: none"> • Listening: Following oral directions using visual cues and modeling. • Reading: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Speaking: LA .1. Inform Interpretive: Asking and answering questions about descriptions of attributes and characteristics • Writing: Elaborate or condense ideas through a few types of elaborations (adding a familiar adjective to describe a noun). 	
<p>Daily Lesson Objective: Students will be able to...</p> <ul style="list-style-type: none"> • SWBAT ask & answer questions about key details in a text such as who, what, where, when, why, and how. • SWBAT identify character(s), setting (including the time) and major events of a story. • SWBAT identify typical features of the country. • SWBAT locate key details in a text. 	
<p>21st-Century Skills:</p> <ul style="list-style-type: none"> • Communicate effectively in diverse environments (including multi-lingual). • Demonstrate ability to work effectively and respectfully with a diverse team. • Develop, implement and communicate new ideas to others effectively. • Identify and ask significant questions that clarify various points of view. • Use of technology as an educational resource. 	<p>Academic Language Demand (Language Function and Vocabulary):</p> <ul style="list-style-type: none"> • Key details • Ask and answer questions with: Who, where, what, when and where. • Map from Peru • Country: facts from Peru

Prior Knowledge:

- Students will know the traits that define a character, setting and major event of a story.
- Students will know the features of a key detail in a story.
- Students will know what an adjective is.
- Students will know the five Ws, (who, what, where, when and why).

Activity	Description of Activities and Setting	Time
1. Focus and Review	<p>The teacher will review the W questions with an anchor chart.</p>  <p>After that, the teacher will show the students two images of something happening to the students. In the first image the student will write something that they see. For the second image the student needs to write one question about the image.</p> <p>The students will put the sticky note under the picture that will be on the board. The teacher will go through and read and sort each sticky note into categories (who, what, when, where, why). She will also discuss and remind the students that these are the question words we will be discussing. To have students understand the difference between a question and a statement the teacher will explain to the students that telling what we see on the image is a statement and when we use the W words it is a question.</p>	7 minutes
2. Statement of Objective for Student	<p>The teacher will tell the students what they are going to learn in the lesson. The students will learn to ask and answer questions related to a cultural fiction book. They will also answer individually or in pairs</p>	3 minutes

	<p>the questions asked by the teacher.</p> <p>The teacher will ask this essential question to the students before starting to explain the concept:</p> <ul style="list-style-type: none"> - How can I ask questions and use key details in a text to answer basic questions? <p>The students will respond individually to this question by raising their hands to give the answer.</p>	
3. Teacher Input	<p>The teacher will tell the student to sit down on the carpet. Before starting to read the book the teacher will introduce the book and where it is from. The teacher will use a map to situate the country, Perú, as where the story of the nonfiction book takes place. The teacher will tell the students that Perú is a country in South America and that in that country you can find a lot of llamas like the one that appears in the cover of the book that we are going to read. The teacher will also encourage her students from Perú to share something typical from their country. After that the teacher will start reading aloud from the book <i>María had a Little Llama</i>. The teacher will stop at each page of the book and will explain the new vocabulary to her students. In order to do that, the teacher will use simple definitions and mimics that can go with the word, and will also use the image that goes with the word in the book.</p> <p>For example:</p>  <ul style="list-style-type: none"> - Word: followed - Simple definition: someone that walked behind you - Image: teacher will point to the llama and will trace a straight line to the girl. The students will see that the llama is following her. <p>For each new vocabulary word that the teacher introduces to her students, she will ask them to say it aloud and do the sign that goes</p>	10 minutes

	with that word.	
4. Guided Practice	<p>In order to practice the Ws (who, what, where, when) answering and asking questions, the teacher will now use these words to ask questions about the fiction cultural text <i>María had a Little Llama</i>. Students will be answering basic questions (who, what, where, when) related to the text. The teacher will display the book on the smart board so the students can see everything clearly. The teacher will demonstrate how answers to these questions can be found in the text. After that, the students will locate the answers to these questions in the text. Students will also gain information from the images.</p> <p>Examples of the questions that the teacher will ask her students after reading one page of the book.</p> <ul style="list-style-type: none"> • Who goes to school? María. • Who are the characters of the book? María, the teacher, the llama, and the classmates of María. • What did Maria have? María had a llama. • When does Maria realize that llamas are forbidden at school? When she reads the sign. • Where does María go on the map? Look at the image. María goes to the Andes, Machu Picchu, Cuzco and the Inca trail. • Why does the llama love María? Because María loves the llama. <p>Examples of questions that the teacher can ask her students to think more about the book <i>María had a Little Llama</i>. The students will work in pairs to answer these questions.</p> <ul style="list-style-type: none"> • Why did the author write this book? • Why is it important to have rules in the school? • Why do you think everybody is playing music on the last page of the book? 	10 minutes
5. Independent Practice	<p>The teacher will tell the students to write in sticky notes the W questions that they have learned. After that, the teacher will say:</p>	4 minutes

	<ul style="list-style-type: none">• Which W question is for a person? Who• Which W question is for things or actions? What• Which W question is for time? When• Which W question is for a place? Where• Which W question is for a reason that something happened? Why <p>When the teacher asks these questions the student needs to show the sticky note with the correct W question.</p>	
6. Closure	<p>The teacher will conclude the lesson by explaining to her students when we can use W questions in non fiction books. After that the teacher will ask her students to share with each other what they have learned today. They can use the same words that the teacher says or they can use their own.</p> <p>Think-pair-shares strategy from classcraft.</p>	
7. Assessment Methods	<p>The teacher will show the students three images from the book. In each image the student needs to write one question with who, what, where, when, why or how. The question that the student asks must pertain to the book, <i>María had a Little Llama</i>.</p> <p>The teacher will model the first question about the image in front of the students to give them an idea of how the questions should be asked.</p> <p>Exit ticket.</p>	5 minutes
8. Assessment Results	<p>The teacher will not grade the exit ticket that is given to the student. Instead, the teacher will use it to get a sense of how the class is doing with this standard. The teacher will see how well the student has internalized the concept of how to ask and answer the W questions and if further work is needed for the next class.</p>	
Student/Small Group Modifications/Accommodations		
<p>When the teacher gives the exit ticket to the students, she will create a small group made up of those students she has seen that have had more difficulties in understanding the standard</p>		

during the lesson. In the small group, the teacher will read the book to the students and stop at each page to think with them about what types of questions we can ask there. The teacher will always model first for better student understanding. The teacher will also ask the students questions that they will have to answer using the information provided in the book.

Materials/Technology:

- Book *María had a Little Llama* or youtube read aloud [video](#). Link:
https://www.youtube.com/watch?v=54k_JmIPjAM
- Anchor chart with the W questions.
- Smart board to display the [PowerPoint](#) presentation. Link:
https://docs.google.com/presentation/d/1CRsRWzVvEH-G24z8LLRYtQZwUEVpe_yk5ULtvbkKc-k/edit#slide=id.p
- [Exit ticket](#). Link:
https://docs.google.com/document/d/1td9mWeGwIo3RcjloGn3Wt_1nl6Pj33MTi55E7q3kTl8/edit
- Sticky notes.

URL

This [link](#) will redirect you to the folder of this multicultural lesson plan about W questions. In the folder you will find all the documents that you need to carry out this lesson plan with your class.

Link folder for lesson 5:

<https://drive.google.com/drive/folders/1xxMFv2UHyOlsfiWpCE9HdbGa5ILaUQhx?usp=sharing>

Lesson 6: Book *American Holidays: Independence Day* by Connor Dayton and *We Celebrate*

***Cinco de Mayo in Spring* by Jenna Lee Gleisner**

Subject: Cultural ELA Lesson for ESL Students	Central Focus: Compare and contrast
<p>Essential Standard/Common Core Objective:</p> <ul style="list-style-type: none">● CCSS.ELA-LITERACY.RI.9: Identify basic similarities in and differences between two texts on the same topic.● CCSS.ELA-LITERACY.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">○ CCSS.ELA-LITERACY.SL.1.6: Produce complete sentences when appropriate to task and situation.● CCSS.ELA-LITERACY.L.1.1.J: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.● CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ CCSS.ELA-LITERACY.L.1.2.A: Capitalize dates and names of people.○ CCSS.ELA-LITERACY.L.1.2.B: Use end punctuation for sentences.● NCES.1.C.1: Understand the diversity of people in the local community.<ul style="list-style-type: none">○ NCES.1.C.1.1: Compare the languages, traditions, and holidays of various cultures. <p>WIDA:</p> <ul style="list-style-type: none">● Listening: compare and contrast visuals of characters, places or objects from a series of oral sentences from illustrated patterns or predictable books after numerous recitations.● Speaking:	

<ul style="list-style-type: none"> ○ Speak in complete sentences using sentence stems. ○ State relationships between two different countries and festivities. ● Writing: <ul style="list-style-type: none"> ○ Write in complete sentences (use knowledge of subject and predicate). ○ Compare and contrast two characters, settings or events in nonfiction books using graphic organizers with a partner. ● Reading: compare and contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in nonfiction-books. 	
<p>Daily Lesson Objective: Students will be able to...</p> <ul style="list-style-type: none"> ● SWBAT find words and phrases involving each festivity. ● SWBAT produce simple sentences about the differences and similarities. ● SWBAT compare and contrast nonfiction short passages. ● SWBAT compare and contrast the holidays from Mexico and their new country. ● SWBAT compare events, characters, settings, and lessons. ● SWBAT recognize and describe the similarities and differences in how the information is presented using two texts on the same topic. 	
<p>21st-Century Skills:</p> <ul style="list-style-type: none"> ● Communicate effectively in diverse environments (including multi-lingual). ● Demonstrate ability to work effectively and respectfully with a diverse team. ● Develop, implement, and communicate new ideas to others effectively. ● Use of technology to find cultural books related to the students' backgrounds. 	<p>Academic Language Demand (Language Function and Vocabulary):</p> <p>Standard vocabulary:</p> <ul style="list-style-type: none"> ● Similar: how things are the same. ● Different: how things are not the same. ● Compare: to identify the ways things are the same or similar. ● Contrast: to identify the ways things are different. <p>Vocabulary words from the book:</p> <ul style="list-style-type: none"> ● American Holidays: barbecue, fireworks, parade, flag, declaration of independence. ● We Celebrate Cinco de Mayo in Spring: holiday, battle, perform,

	honors, culture.
<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Students will know methods used to compare and contrast. • Students will know the information needed to describe a setting. 	

Activity	Description of Activities and Setting	Time
1. Focus and Review	<p>The teacher will review with the student the concept of compare and contrast with the help of the anchor chart.</p> <p>The teacher will also remind the students the meaning of compare and contrast while using cultural books based on festivities. The teacher will use a presentation to review the concept (1nd - 3rd slide). With the visual aids of the presentation, The teacher will say that compare is when we identify ways things that are the same or similar and contrast is when we identify ways things are different. In order to understand better what is compare and contrast the teacher will use mimics. The teacher will do the equal sign with her arms and this will mean compare/similar. The teacher will sign the letter X with her arms and this means contrast/different. If the teacher does a sign the student will do it too.</p> <p>After that, the teacher will put the students into pairs and have them find one similarity/difference between the countries of Mexico and the United States. The teacher will use this presentation (4th slide) as a visual aid to help the students in their work. Then, the students will share their responses with the teacher. The teacher will write down the responses in a Venn Diagram on the board so the students can have a clear image of what needs to be done. The facts that we compare go in the middle because it is something that the countries</p>	8 minutes

	share and the facts that are different go on the sides because they do not match.	
2. Statement of Objective for Student	<p>The teacher will tell the students what they are going to learn in the lesson. Students will learn to compare and contrast two important holidays from two countries that are important to them. Students will likely compare and contrast a Mexican holiday and an American holiday. This will create a connection between the two countries by seeing the things they have in common.</p> <p>The students will also listen to an American book <i>American Holidays: Independence Day</i> and a Mexican book <i>We Celebrate Cinco de Mayo in Spring</i>, read aloud by the teacher. With these books the students will compare and contrast the holidays.</p> <p>The teacher will ask this essential question to the students before starting to explain the concept:</p> <ul style="list-style-type: none"> - How can I compare and contrast two stories? 	3 minutes
3. Teacher Input	<p>The teacher will tell the students to sit down on the carpet. Before starting to read the book, the teacher will introduce both books and where they are from. The teacher will use a map to situate both countries, United States and Mexico, as where the nonfiction books take place.</p> <p>The teacher will explain to the students that the books about American and Mexican festivities are very celebrated in both countries. The teacher will also explain, as an interesting fact ,that in the State of California the holiday of El 5 de Mayo is very much celebrated as it has become associated with the celebration of Mexican-American culture. In this festivity people celebrate culture, cuisine, and heritage.</p> <p>Before starting to read the book, the teacher will encourage the students to share their story of how they celebrate El 5 de Mayo with their families at home. For example: My family watches the parade and then they watch the people dance in their traditional costumes.</p>	15 minutes

After that, the teacher will start reading aloud first the book of *We Celebrate Cinco de Mayo in Spring* and second the book of *American Holidays: Independence Day*. While the teacher reads the story, she will ask the students reading comprehension questions to see if they are understanding what she is reading. This will also help the students practice vocabulary and their speaking by making complete sentences to answer the questions. Additionally, the teacher will focus on the photos from the book, as these can help the student to understand better what the author is saying in the words.

As the books are nonfiction books, the teacher will work on vocabulary with the bold words that appear on the book or a repetitive word that appears in more than one page. This will help the student later to compare and contrast the information of both books and to gain new vocabulary that they can use in the regular classroom.

The teacher will have an anchor chart where she will put the new vocabulary words from both books. On one side she will put the words from the book of *We Celebrate Cinco de Mayo in Spring* and on the other side the words from the book *American Holidays: Independence Day*.

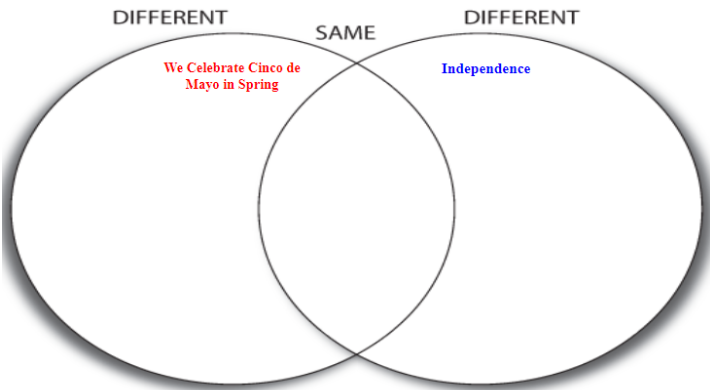
[Example](#) (5th slide) of the anchor chart that the teacher can do in class.



4. Guided Practice

As a class the teacher and the student will create a Venn diagram on the blackboard to show similarities and differences between the

8 minutes

	<p>Mexican book of <i>We Celebrate Cinco de Mayo in Spring</i> and the American book of <i>American Holidays: Independence Day</i>. The teacher will remind the students of the use of the Venn diagram with this presentation (6th - 8th slide).</p> <p>After that, the teacher will write the title of each book on the top of the Venn diagram.</p>  <p>The teacher will give two flashcards to the students with information from the books that they just read. These facts will be differences and similarities that appear in the information provided from the books. The student will read through each fact of information and identify if these facts are similar or different. If the student struggles in the reading of the flashcard, the teacher will read for him/her. After reading the flashcards, the teacher will ask for the participation of the whole group. The teacher will start calling the students and asking them to place their flashcard in the Venn diagram. The student will place the flashcard in the correct place of the Venn diagram according to the information provided. This will be done aloud and with the participation of all the classroom so all of them can hear and think where this information goes.</p>	
5. Independent Practice	<p>The teacher will model a think-aloud in which she asks the students which information can be found in only one text and which information can be found in both texts. By pairs the students will say at least 2 similarities and 2 differences from both books.</p> <p>The teacher will always model identifying facts within the text, so the student can have an idea of how it needs to be done correctly. In order to compare and contrast the similarities and differences from the book, the teacher will use these sentences stems (9th slide):</p>	7 minutes

	<ul style="list-style-type: none"> - “The texts are alike because _____” and “The texts are different because in Mexico _____ and in America _____”. <p>Example of how can be use within the context of the book:</p> <ul style="list-style-type: none"> - The texts are alike because they are parades. <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid red; padding: 5px; width: 45%;"> <p>Cities have parades on Independence Day. The national parade is held in Washington, D.C.</p> </div> <div style="border: 1px solid green; padding: 5px; width: 45%;"> <p>We watch parades. Bands play lively music. People dance and laugh.</p> </div> </div> <ul style="list-style-type: none"> - The texts are different because in Mexico people eat tacos and in America people eat <div style="border: 1px solid red; padding: 5px; margin: 10px 0; text-align: center;"> <p>Mya’s mom cooks tacos.</p> </div> <div style="border: 1px solid green; padding: 5px; margin: 10px 0; text-align: center;"> <p>Some people eat apple pie on Independence Day.</p> </div>	
6. Closure	<p>The teacher will conclude the lesson by reminding the students that comparing means identifying ways things are the same or similar. Something similar is how things are the same. Contrasting means identifying ways things are different. Something different is how things are not the same.</p> <p>The teacher will also remind students that fiction and nonfiction books can be compared and contrasted. If it is a fiction book, you can compare and contrast the characters, settings, problem or solution and if it is a nonfiction book, you can compare and contrast facts of information.</p>	
7. Assessment Methods	<p>The teacher will give the students an Exit ticket. The teacher will read aloud the short two paragraphs from both texts for a better understanding of the students.</p> <p>In the exit ticket, the students need to compare and contrast the two</p>	9 minutes

	<p>festivities that happen in Mexico and the United States. The student needs to underline the similar facts in red and the different facts in blue. After that, the student needs to complete with this information the Venn diagram. Then, the student will need to answer the last question providing a similarity or difference between the text. Here the student needs to use a sentence stem to answer the question:</p> <p>“The texts are alike because _____” and “The texts are different because in Mexico _____ and in America _____”.</p> <p>For example:</p> <ul style="list-style-type: none"> - The texts are alike because they have parades. - The texts are different because in Mexico people eat tacos and in America people eat corn and apple pie. 	
8. Assessment Results	<p>The teacher will not grade the Exit ticket that is given to the student. Instead, the teacher will continue to help students with this concept by reading books that work with this standard in small groups during guided reading time.</p>	
<p>Student/Small Group Modifications/Accommodations</p> <p>When the teacher gives the Exit ticket to the students, she will create a small group with those students she has seen that have had more difficulties identifying the similarities and differences of the festivities from Mexico and America. The teacher will reteach the concept of comparing and contrasting by using the anchor chart to see how we can identify the similarities and differences from a text.</p> <p>Then, the teacher will read aloud the output text once. The second time, the teacher will read one sentence from one text and one sentence from the other. The teacher will tell the student to focus on the words because they will give clues that will help the student identify similarities and differences. The student should then think about whether the information provided is similar or different. Based on this, the student will underline the sentence in red (similar) and blue (different).</p>		

Materials/Technology:

- Epic! Books:
 - [*American Holidays: Independence Day*](#) by Connor Dayton. Link: <https://www.getepic.com/app/read/61463>
 - [*We Celebrate Cinco de Mayo in Spring*](#) by Richard Sebra. Link: <https://www.getepic.com/app/read/44077>
- Anchor chart about compare and contrast.
- [Exit ticket](#): Compare and contrast the Mexican and American holiday. Link: <https://docs.google.com/document/d/19iZ2gOhzXl5pYMMc-2S6IlzaxGbrq6X9voorpIhCj64/edit>
- [Presentation compare and contrast](#) USA versus Mexico. Link: https://docs.google.com/presentation/d/1NXrK95shsS0dz6Ex6mGeaGTc4GYrI5_ltxITzQJaOY/edit#slide=id.p
- Independence practice: [Think-aloud](#) strategy to use in the classroom. Link: https://www.readingrockets.org/strategies/think_alouds#:~:text=Think%2Dalouds%20have%20been%20described,read%20to%20monitor%20their%20comprehension.
- [Book flashcards](#). Link: https://docs.google.com/presentation/d/1s-oNu-M9V53Jzl_Fpw9984Yia_h8Y8TAH9Vo6qm7rgg/edit#slide=id.p
- Blue Tack.

URL

This [link](#) will redirect you to the folder of this multicultural lesson plan about comparing and contrasting two different festivities. In the folder you will find all the documents that you need to carry out this lesson plan with your class.

Link folder for lesson 6: <https://drive.google.com/drive/folders/1j6c4hXn4B-EBwap3KwTjFkqjOpVmGAUn?usp=sharing>

Class project

Subject: Cultural ELA Lesson for ESL Students	Central Focus: Awareness of Hispanic countries
<p>Duration of the project:</p> <p>The duration of this project will be two weeks.</p> <p>The teacher will decide how to organize the project and how much time will be dedicated to each section. However, it is recommended that one day be dedicated to each section of the project.</p> <p>Days 8th and 9th will be reserved for polishing the project and preparing the oral presentation to be given in front of classmates.</p>	
<p>Essential Standard/Common Core Objective:</p> <ul style="list-style-type: none">● CCSS.ELA-LITERACY.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.● CCSS.ELA-LITERACY.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">○ CCSS.ELA-LITERACY.SL.1.6: Produce complete sentences when appropriate to task and situation.● CCSS.ELA-LITERACY.L.1.1.J: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.● CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ CCSS.ELA-LITERACY.L.1.2.A: Capitalize dates and names of people.○ CCSS.ELA-LITERACY.L.1.2.B: Use end punctuation for sentences● CCSS.ELA-LITERACY.RI.1.7: Use the illustrations and details in a text to describe its	

key ideas.

- CCSS.ELA-LITERACY.RI.1.1: Ask and answer questions about key details in a text.
- NCES.1.C.1: Understand the diversity of people in the local community.
 - NCES.1.C.1.2: Use literature to help people understand diverse cultures.

WIDA:

- Listening:
 - Follow oral instructions.
- Speaking: students give visitors (e.g., classmates) a classroom presentation about their home country and lives.
- Writing:
 - Students provide details about ideas and information from nonfiction cultural books.
 - Students work independently to create a presentation about where they come from.
- Reading:
 - Students gather information from a variety of resources about different Hispanic countries and share it with peers.
 - Students interact with a variety of narrative and expository text to select artifacts to include in exhibits representing multiculturalism.

Daily Lesson Objective: Students will be able to...

- SWBAT do a presentation about their home country.
- SWBAT write interesting facts about their home country.
- SWBAT speak in public about their home country.
- SWBAT share their culture with their classmates and regular teacher.
- SWBAT answer questions from their classmates.
- SWBAT investigate from different multicultural books and other cultural sources to complete their presentation.
- SWBAT describe their lives before coming to the United States.

<p>21st-Century Skills:</p> <ul style="list-style-type: none"> • Communicate effectively in diverse environments (including multi-lingual). • Demonstrate the ability to work effectively and respectfully with a diverse team. • Develop, implement, and communicate new ideas to others effectively. • Use of technology to find cultural books related to the students' backgrounds. 	<p>Academic Language Demand (Language Function and Vocabulary):</p> <p>Standard vocabulary:</p> <ul style="list-style-type: none"> • Wh- questions words: where, when, who, what. • Cultural words: country, flag, culture, language. • Sentence stems: <ul style="list-style-type: none"> ○ I am from _____. ○ Some interesting facts about my country are _____. ○ My favorite Spanish words are _____. ○ My country is _____.
<p>Prior Grammar Knowledge:</p> <ul style="list-style-type: none"> • Students will know how to use the verb 'to be'. • Students will know how to use adjectives. • Students will know how to use the uses of articles (a, an, the). 	

Activity	Description of Activities and Setting
1. Statement of Objective for Student	<p>The teacher will tell the students that they are going to do a final project about their home countries. Students will learn how to create and incorporate important cultural information and facts into a PowerPoint presentation or poster.</p> <p>With this project, the teacher wants to raise awareness of Hispanic countries where the students come from to the student's classmates. The teacher wants the rest of the students to learn about different worldwide cultures, specifically those that are close to their lives, such as the heritage of a classmate. This presentation will create a connection between different cultures.</p> <p>The teacher will show the students multicultural nonfiction books and cultural</p>

	<p>digital resources where the student can take information to use in their project.</p> <p>Before starting the research, the teacher will ask these essential questions to the students:</p> <ul style="list-style-type: none"> - What can I share about my culture? - What's the best way to describe my culture? - What might people be interested in about my country?
2. Teacher Input	<p>The teacher will give the students multiple resources from where the students can take the information to do their project. These resources will include books according to their reading levels from the website Epic!, videos about the country with interesting facts about the country, food, dances, or animals, and articles from national geographic for kids. On the website National Geographic for kids, the teacher will ask the students to look at the caption of the images to take information rather than reading the article.</p> <p>After choosing a country, the student will create a poster to show what they have learned about that country.</p>
3. Guided Practice	<p>Every day that the ESL students do the project the teacher will remind them of the expectations from this presentation and what they need to do that day in the classroom. Expectations:</p> <ul style="list-style-type: none"> - Work hard. - Be focused. - Give your best. - Show what you have learned in the ESL classroom over the school year. - Use the anchor charts and the word wall for help in your writing. <p>In order to do the PowerPoint, each day the students need to do something different to complete one slide of the presentation. The student can read a nonfiction book, watch a video or read an article about their country of origin to take information and later on add it to the presentation.</p> <p>The teacher will always model and explain to the student with an example of how the presentation needs to be done. The teacher will do that so the student has an idea of how the slide needs to be done.</p> <p>The slides from the Powerpoint need to have a photo and a writing piece of what the topic is about.</p> <p>The PowerPoint will have the following slides to complete and each of them will be done in a day.</p>

	<ul style="list-style-type: none"> - 1st day: <ul style="list-style-type: none"> a. Cover (name of the country and photos of the country). b. Where the country is located and which one is the capital city. - 2nd day: How was your life before coming to the United States? - 3rd day: Write three facts of information. - 4th day: Describe your country using adjectives. - 5th day: Why is your country unique and special? - 6th day: Write four Wh questions about your country. - 7th day: Favorite Spanish words or typical expressions. Here the students will translate them into English so the English speakers will learn the meaning. - 8th and 9th day: <ul style="list-style-type: none"> a) Polishing the Powerpoint presentation. b) Practice with the teacher and ESL classmates the oral presentation. - 10th day: Presentation in front of the regular classroom and teacher. On this day the student can bring artifacts from their home country to show the students.
<p>4. Independent Practice</p>	<p>In order to do the presentation, the student first needs to read the book from Epic!, watch the video, and look at the image and caption of National Geographic for kids.</p> <p>After that, the student must follow these directions to create their presentation:</p> <ol style="list-style-type: none"> 1. Each student will create a PowerPoint presentation with images and information about the country that they have chosen. 2. The student must write three facts with information about the country on the PowerPoint presentation. <div data-bbox="506 1486 1188 1864" data-label="Image"> </div>

3. The student needs to write a short explanation of why he/she thinks that this country is unique and special.

4 ----- Why is Spain unique and special

 Spain is unique and special because the people welcome you with open arms and a smile. → 

Spain is a colorful country that invites you to relax and enjoy the outdoors and beautiful landscapes. → 


Spain has flamenco, a dance where people dance and clap their hands to the sound of the guitar. → 

4. The student has to write 4 questions. The student will use Wh-questions, for example:

- Where? **Where is Spain?**
- Who? **Who runs in the streets of Pamplona?**
- When? **When will “Las Fallas” burn out?**
- What? **What’s the most popular sport in Spain?**

5. The students need to write their favorite Spanish words.

5 ----- My favourite words

 Guapa iQué guay!

6. The students need to write three sentences with one adjective that describes the country.

2 -----o Spain is...

Spain is beautiful.

Spain is striking.

Spain is amazing.

7. The students need to write a short paragraph explaining how their life was before coming to the United States. In this section the student can write about:
- Something that they normally do with their families (e.g., visit their grandparents on Sunday).
 - A typical day (e.g., walk to school, go to typical dance classes, play with their cousins).
 - Quality time (e.g., going to the fresh market to buy groceries, walking in a park, go fishing in the river).

The teacher will show and review with the students the grammar that they are going to use to do their presentation. The teacher will reuse or create another time the [anchor charts](#) about the grammar that the student needs to include in the PowerPoint presentation.

Grammar		
Verb to be	Adjectives	Articles
<p>Verb TO BE (La traducción de español dice: verbo BE en sus 3 formas.)</p> <p>Alternative forms:</p> <p>Subject + V_{be} + Complement</p> <p>I — am — a student.</p> <p>He — is — a nurse.</p> <p>She — is — a nurse.</p> <p>It — is — a nurse.</p> <p>You — are — good friends.</p> <p>We — are — good friends.</p> <p>They — are — good friends.</p>	<p>ADJECTIVES</p> <p>DESCRIBING A PERSON</p> <p>WHAT SIZE? SMALL, MEDIUM, BIG</p> <p>WHAT COLOR? RED, ORANGE, GREEN, BLUE</p> <p>HOW MANY? 5</p> <p>HOW SOMETHING FEELS? HOT, COLD</p> <p>HOW SOMETHING TASTES? SWEET, SOUR, Bitter</p> <p>HOW IT LOOKS? BEAUTY, UGLY</p> <p>HOW SOMETHING BEHAVES? FAST, SLOW</p> <p>HOW SOMETHING SMELLS? FRESH, STINKY</p> <p>WHAT SHAPE? ROUND, SQUARE</p>	<p>Articles</p> <p>a pencil</p> <p>an apple</p> <p>the keys</p> <p>Use a before a word with a consonant.</p> <p>Use an before a word with a vowel.</p> <p>Use the when you are talking about something specific.</p>

5. Closure	<p>To conclude the PowerPoint presentation, the teacher will have the students present their projects to their classmates.</p> <p>The students will have to show their project to the rest of the class and tell everything they have written about their home country.</p> <p>The teacher will videotape all the students' presentations and then group them all together in a video that will later be posted on the school's website.</p> <p>With this oral presentation, the teacher wants the students to practice what they have learned and written orally, to lose the fear of speaking in public, and to practice the language they are learning. The teacher also wants to share and raise awareness of the different cultures that are in a classroom.</p> <p>When the ESL student finishes their PowerPoint presentation, their classmates in the regular classroom can ask him/her questions related to the presentation.</p>
6. Assessment Results	<p>The teacher will use a rubric for scoring the presentation or poster's done for the students.</p>
<p>Student Accommodations:</p> <p>The teacher will dedicate each day 5 to 10 minutes of individual help to all the students. Here the teacher wants to reach all their students to help them in their writing, reading, or searching for information for the presentation.</p>	
<p>Materials/Technology:</p> <ul style="list-style-type: none"> • Project resources. Link: https://docs.google.com/document/d/1oRnGyPS8KMgCEBB-uAuULap7fe8amEV2XrF-7W3VOXE/edit# • Rubric for scoring. Link: https://docs.google.com/document/d/1H5QcKBdqw_LqpspNawIq-v9uSZvWL5XKo-8evEMPCCM/edit • Examples of anchor charts. Link: https://docs.google.com/presentation/d/1pbp7eogs6c33Djjdkk6uLEDFyshnzw18munQCU9gyk/edit#slide=id.p • Chromebooks. 	

- Headphones.
- Students: they can bring artifacts from their home countries to show their classmates.

URL

This [link](#) will redirect you to the folder of this multicultural project. In the folder you will find all the documents that you need to carry out this project with your class.

Project link folder:

https://drive.google.com/drive/folders/116JHRILwOr73gbBWlnIIs6nTkWm8AW_5?usp=sharing

Chapter Five: Conclusion

The creation of this multicultural project has helped me enormously as I have grown as a person and as a professional. As a person, I have been enriched by the additional knowledge I have gained about the culture of the Hispanic countries that I have worked into my lesson plans. This enrichment has allowed me to connect with my students and their families because through the books they have worked on, they have opened up and shared their experiences with me. My students tell me about their home countries, what their lives were like before they came to the United States, the family members they left behind, and their customs and traditions. These conversations have made them not only practice the language they are learning, but have also created a stronger bond between the teacher and the student. I learned that this bond is created when teachers let their students express themselves, listen to them and take into account their experiences. It is through education that teachers and students can create a bond that educates and at the same time takes into consideration the individual person, in this case, the student. This is what I wanted to reflect in my multicultural lesson plans.

When students see that the teacher has created the cultural lesson plan just for them, they feel more comfortable and committed to learning the new language. At that point, there is a click in the students' minds that makes them realize that the teacher really cares and values where they are from. From my own experience, I have seen this emotion in my classroom with my students and they are priceless.

From my point of view, creating a relationship is essential to effectively teaching the student. In this regard, I have created this relationship by integrating culture into the lesson plans and maintaining constant communication with the students during all phases of teaching the concept. Secondly, as a professional, I have been able to expand my knowledge by researching the advantages of integrating cultural books into lesson plans and in the classroom, while also taking into account the different backgrounds of my students. During my research into implementing cultural books in lesson plans, I have read and researched which books might be the most appropriate for the grammatical rule or concept I intended to target or which of the selected books were appropriate for my students' reading comprehension level. Furthermore, the creation of the cultural activities made me delve deeper into the standard I wanted to work on and think about the best way to adapt the book to what I wanted to teach.

The elaboration of cultural lesson plans based on fiction and non-fiction books related to my students' backgrounds has allowed me to learn more about the culture, history, and everyday traditions of my students. This newly acquired knowledge has opened my mind to a new way of planning and reorienting my lesson plans by adapting the books to the Common Core and WIDA standards. With the creation and incorporation of these multicultural activities, I have found that if I work from a point of view known to the students, they are more predisposed to learn because they are starting from something that is familiar to them. When students hear the country of origin of the book or that the cultural component of the class refers to their background, their faces light up and their desire to learn multiplies. I have been

able to see these desires in their excited expressions when I start to introduce the topic in class. The students are eager to know more, to learn and to share what they know. This participation and motivation from my students has helped me to think about how I need to approach my teaching and how I should focus my classes to ensure that students learn the concept in an effective way.

Prior knowledge of a concept is a very important starting point in the acquisition of a new language, since it is through this known concept that new knowledge can be built. Therefore, if the learner assumes that they know or have mastered a concept, this will help them feel more confident and willing to continue learning. With this assumption, the ESL learner feels that, although familiarity with the concept may be low, they already have a head start in learning, since they are not starting from scratch. The students' attitudes become more participative in class and they lose their fear. With the creation of these multicultural lesson plans, I intend to help primarily the learner in their learning of a new language, but I also intend to help the ESL teacher in the teaching of the language. At the same time, I want to show how it is possible to learn through culture in a way that motivates, encourages, and enriches the ESL student.

Similarly, in these lesson plans, I also wanted to help the regular classroom teachers in a subliminal way. In my opinion, regular classroom core content teachers are just as important in teaching an ESL student as the ESL teacher since they interact with the ESL student in the classroom on a daily basis. The classroom teacher can help the ESL student to integrate into the classroom and make the student's peers value and listen to the student regardless of background or language.

In order for this learning to take place, I have included in the lesson plan the related WIDA and Common Core Standards that the teacher uses in the classroom. In short, the more teachers take into account the ESL student's background when planning or teaching in class, the greater the student's growth and learning of the language will be.

In conclusion, with the design of these lesson plans and the multicultural project, I intend to help and motivate ESL teachers to change or reconsider the way they teach and approach ESL classes. I would also like my lesson plans to serve as a reference for integrating the culture of ESL students in the classroom -- to make ESL teachers see that it is possible to integrate, in a creative and interactive way, the culture of the students through the use of books that refer to the different students' backgrounds. At the same time, I would like my lesson plans to serve as a reference to help teachers create other lesson plans that can help ESL students learn a new language in the future.

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